INTERVENTIONS
6.2
BACK TO ROADMAP

CULTIVATE A GROWTH MINDSET IN ADULTS
▶ **PROVIDE ONGOING TRAINING ON BUILDING AND SUSTAINING STUDENT-EDUCATOR TRUST AND FAMILY-EDUCATOR TRUST**

STUDENT EDUCATOR TRUST

RESEARCH FINDINGS

"Student performance is better where students report high levels of trust for their teachers and where they report that teachers provide personal support to them. Students at schools with high levels of trust between teachers and students averaged 2.3 fewer days of absence per semester (5 days per year) than similar students at similar schools where there was little trust between students and teachers. Students averaged 0.8 fewer Fs in schools with high levels of trust, compared to similar students in schools with low levels of trust, while GPAs were 0.2 points higher" - Source: What Matters for Staying On Track in Chicago Public Schools. This is consistent with other research that found that schools with strong teacher-student relationships are more likely to have greater student engagement, reduced absences, and better graduation rates. 2019 research review of 46 studies. Weak teacher-student relationships can make it difficult for teachers to adequately monitor and support students.

https://journals.sagepub.com/doi/abs/10.3102/0034654316669434

RESEARCH SURVEY MEASURE

Student-Teacher Trust focuses on the quality of relationships between students and teachers. Students were asked whether they believe teachers can be trusted, care about them, keep their promises, and listen to students' ideas, and if they feel safe and comfortable with their teachers. In high-scoring schools, there is a high level of care and communication between students and teachers

"RELATIONAL TRUST"
(RESEARCH MEASURE DEFINITIONS)

▶ **RELIABLE**
Follows through with their commitments and promises

▶ **CARE**
Provides psychological and physical safety

▶ **DEEP CARE**
Shows concern or interest that goes beyond basic care; invests time and communicates someone's value and importance

▶ **SUPPORT**
Provides assistance when needed.

▶ **COMMUNITY BUILDING**
Creates opportunities for student-student connection, student-school connection

▶ **VOICE**
Seeks the perspective of others, listens to the perspective of others with the intent to respond to their needs and ideas

▶ **FEEDBACK**
Gives honest, timely, supportive, actionable feedback for growth and improvement

TEACHER-STUDENT RELATIONSHIPS

COMMITMENTS	CORE PRACTICES
Systematically gather and value students' feedback on and input into their learning experiences in school *(VOICE)*	Use short surveys/exit tickets to regularly get student feedback on classroom learning conditions
Provide frequent, formative, growth-oriented feedback that affirms high academic expectations and support for all students *(FEEDBACK)*	▶ Fair grading practices ▶ Provide formative feedback using a Warm Demander stance ▶ Frequent individual check-ins with students on their goals and progress using grade and attendance data
Facilitate community building, routines, and rituals that reduce stress, promote belonging and prepare the brain for learning *(COMMUNITY BUILDING, CARE, RELIABILITY)*	▶ Demonstrate care and interest through opening and closing routines to begin and end lessons ▶ Use Collaborative Classroom Structures to ensure learning engagement and equity of voice
Nurture student agency, self-directed learning, self-advocacy *(SUPPORT)*	▶ Advisories, "doing school curriculum" ▶ Student led conferences
Represent, affirm and support students to explore their personal, cultural, racial, and academic identities and proactively dispel stereotypes *(DEEP CARE)*	▶ Incorporate examples from students' communities and cultural groups in every curriculum unit

CENTER for HIGH SCHOOL SUCCESS