TEACHER ACTIONS SECONDARY SCIENCE STUDENTS RECKON AS
TEACHER-TO-STUDENT CLASSROOM RESPECT

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Pamela J. Engerer

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TEACHER ACTIONS SECONDARY SCIENCE STUDENTS RECKON AS
TEACHER-TO-STUDENT CLASSROOM RESPECT

Pamela J. Engerer
Dissertation

Approved: ________________________________
Advisor
Dr. Francis S. Broadway

Accepted: ________________________________
Interim Department Chair
Dr. Susan G. Clark

Methodologist
Dr. Denise H. Stuart

Interim Dean of the College
Dr. Susan G. Clark

Committee Member
Dr. Huey-Li Li

Dean of the Graduate School
Dr. Chand Midha

Committee Member
Dr. Gary M. Holliday

Date

Committee Member
Dr. Nidaa Makki
ABSTRACT

Conducted over 5 weeks, this multiple case study involved seven secondary science students in an urban, STEM-focused high school. Observations, documents, and interviews were used to obtain feedback on teacher-to-student respect from the student point-of-view in answer to the question: What actions by teachers do students reckon as representations of teacher-to-student respect in the classroom? The purposes were: to understand a complex phenomenon, to add to the educational knowledge base, and to inform constituencies (Newman, Ridenour, Newman & DeMarco, 2003). Two themes, person-to-person respect and learner-to-learner respect, emerged along with seven categories of teacher actions of respect: Gives, Lets, Treats, Listens, Understands, Helps, and Answers. Students reckon as respect any teacher action that affectively or cognitively meets or exceeds students’ respect desires or respect expectations by encouraging or supporting students as persons or as learners. Two respect-reckoning questions and two meaning-making questions were representative of the types of questions students ask themselves; despite use of similar mechanisms, students reckon respect and make meaning variably. Interpreted via Goodman’s (2009) framework, person-to-person (interpersonal) respect serves as a gateway to learner-to-learner respect. Of the three categories of interpersonal respect (Gives, Lets, and Treats), Gives serves as a precursor to Lets and Treats. By respecting a student, a teacher earns that student’s respect. Though investigated via science, results are presented via art in a play: Between the Bells.
DEDICATION

In appreciation of your unwavering support, I dedicate this dissertation to you:

Daniel A. Engerer.
ACKNOWLEDGEMENTS

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Oxvious Man

Obvious man,
Say what you can.
Look right, look left,
See what is there to be seen.

Obvious man,
Sit on your can,
Say what you see,
Then listen to obvious me.

Obvious can,
In an obvious can,
Teach the man.
Teach the non-man.¹
Is he one?
Is he the other?

Can the non-man,
He sits in his own can.
Grouchy he is,
Crabbieest,
Of the crabby.
Ouch!
What a grouch.

Still,
Each man in his head,
Thinks he is an obvious man.
If ever,
He checked,
He would find,
His obvious:
Is not the obvious of another

¹ Inspired by Oscar the Grouch from Sesame Street (Gibbon & Stone, 1969).
This book is a doctoral dissertation. In this preface, I present the following: the scope of the dissertation, the intention of the dissertation, the background of the dissertation and the definitions of the terms in the dissertation. In the scope of the dissertation are: the idea for the book, the reasons for research on respect, the research problem, the rationale for the dissertation, and the significance of the dissertation. The intention of the dissertation is explained via: the research problem and the research question. The background of the dissertation includes: my assumptions, my perspectives, and my bias. The definitions section includes key terms used throughout the dissertation. In the afterword, I share: reflections, implications, topics for future research and contributions.

This dissertation employs art in communicating research. Three literary genres are engaged: *this book, the play*, and *seven free-form poems*. The book houses the one-act play and the poems. The play shares the research results. The free-form poems, which were written during the proposal stage of the research, serve as epigraphs and as applications of concepts. In this preface, I explain how this book came to house the dissertation and I give a brief set of reasons for research on respect. During the writing process I used the creative outlet of art to complete the work.

**Scope**

The range of this dissertational book is the construct of respect between individual persons – a teacher and a student (case) in a classroom - not the respect a teacher shows to students comprising a class as a whole. No intentional study is made of the related constructs of care, caring, or the ethic of care. Readers are invited, when reading the word respect, to refrain from attaching any notions associated with caring.
Also, no attention is given to defining related terms such as disrespect, lack of respect, mutual respect, or self-respect, unless participants used the terms. Participants who elected to use such terms, were sometimes asked for clarification but were not asked to formally define the terms. Also, the research study was not designed to elicit a universal definition of respect from the participants. Although unfulfilled respect needs may disrupt a relationship between persons, relationships were only considered as positive, neutral or negative.

Rather, through this study I sought to understand what teacher actions, verbal or nonverbal, individual students reckoned as teacher-to-student respect in the classroom, to clarify the meaning making process behind that reckoning, and to inform teachers of the actions an individual student reckoned as respectful of that student. Teacher comprehension of which teacher actions a student reckons as respect of that student not only allows the teacher an opportunity to mitigate unintentional offense, but also allows the teacher an opportunity to engage the student in a personal interaction that effectively respects the student in the student’s eyes, which opens a gateway to a positive learning dynamic. Without effectively expressed respect, the teacher-student relationship is less likely to be an effective learning relationship.

Idea for book. This book is a result of my effort to write a non-traditional dissertation on the construct of respect, wherein the research question is framed and is answered from the study participant’s point of view. I also share the research results through a one-act play. During the proposal writing stage, my ideas were developed alongside established conversations on art, which I chose to parallel with conversations
on education and on respect. Neither my thinking nor my writing on the interrelationship of the three topics was completely resolved within the proposal.

At the proposal defense, the dissertation committee addressed the issue by allowing leeway in the format of the dissertation (book), and by suggesting study of both *art as research* and *art-based research*. While I credit the committee chair and the committee with the idea for this dissertation to take the form of a book, I formed the view that my approach was the *use of art* in research. This book both houses a one-act play, which delivers the research results, and houses seven free-form poems, which serve as epigraphs. Such use of art gives evidence in support of my argument education must be aesthetic.

**Reasons for research on respect.** My 10 years’ experience teaching science at a private high school inspires my interest in teacher-to-student respect. As I taught, I labored to be a conscientious, thorough, and caring teacher. Despite my best efforts, and despite the fact that I developed positive relationships with most students, I found I failed to connect with *every* student. I believed I could do better. Ideally, a teacher should connect with every student.

Reflecting on my practices, I saw a mismatch between some students and myself, which was rooted in different perspectives on respect. My take was: Respect for the teacher is always a given. However, some students’ take was: Respect is conditional. Whether a student thought I had to earn respect, or thought I had to give respect in order to get respect, did not matter to me. I wanted my expectation met first, the student wanted his. As the teacher, I considered it my responsibility to resolve the conflict.
Eventually I came to understand the conflict arose from a difference in the conditionality of respect expectations. Despite my expectation of unconditional student-to-teacher respect for myself as the teacher, some students would not move past a need to sense my respect first: To be respected, I first had to earn respect (conditional). Therefore, I wanted to know which teacher actions individual students reckon as respect. I felt such information (directly from students) would allow me to achieve my aim of connecting with every student. Additionally, I assumed that if I needed information on teacher-to-student respect information, then other teachers needed it as well.

**Research problem.** Relationships are the medium through which persons express respect for one another. In the classroom, differing student points of view necessitate in the teacher an ability to relate to students differently (Eisner, 2002). Also, students need respect from teachers (Kohl, 1994). Therefore, teachers need the ability to respect students differently in the classroom. Additionally, each student needs the teacher to respect the student’s *integrity of self* and *integrity of identity* before that student is willing to grant *assent to learn* to the teacher (Kohl, 1994). Granting such assent allows a student to become (and to remain) engaged in the classroom. Relationships guided by respect do the same.

Teachers need information on effective ways to demonstrate respect to each student in the classroom. The question is: *How, in light of the fact that the student population is growing ever more diverse* (Pang, 2001; Gay, 2010), *does a teacher learn to effectively respect every student?* A teacher can simply *ask* each student which teacher actions (ways) that student reckons as respect.
Thus, the research problem of this study was inspired by the question: How does one person express respect for the other to the other? In answer to this question, people commonly suggest following the Golden Rule: “Treat others as you would want them to treat you” (Matthew 7:12, NET). The rule sounds both simple and appropriate, but I argue that when I treat another person as I would have that person treat me, I am, in that action, projecting my values onto that other person. Another way of effectively expressing respect is: Find out from that other person how that person wants to be respected. Specific information, straight from the other, helps accomplish my aim more effectively and expeditiously than applying what I would want to the situation.

Therefore, I argue the general form works for other people when others are unknown to you, but when applied to persons with whom you are more familiar, the general is not specific enough. In other words, when you have no more specific information on a person, apply the general guideline, but when you can gather specific information, then move to use the specific. Otherwise, you run the risk of using your values to rule your actions and thereby impose (project) your values onto the other person, who may value things differently. In this case, I argue using specific information satisfies the general directive better than using general information satisfies that directive. As applied to the classroom, and to expressions of respect between teachers and students, the directive translates to: learn how the other wants to be respected, and then so do.

In sum, I argue: Persons express respect within relationships, every student needs respect from every classroom teacher, the teacher needs the ability to relate to different students differently, and each teacher needs student-specific information on
teacher actions of respect. Therefore, each teacher needs to ask each student to provide the needed information. To do so is more expeditious and effective than being guided by personal values or unexamined assumptions.

**Rationale and significance.** Hand-in-hand with the above-mentioned ideas are both the rationale for, and the significance of, this research. The rationale for this study is: It is important for all teachers to be effective in teaching all students. Therefore it follows that each teacher needs to understand the different ways a teacher’s actions may effectively communicate respect to every student. The significance of this study lies here: every teacher and every student is a person; as a person, each teacher and each student instantiates human dignity (Kant, 1797/2009). Since all persons are fundamentally equal to all other persons, any interaction should be respectful. When applied to persons in classrooms, any interaction between a teacher and a student should be respectful as well.

**Intention**

In light of the rationale and the significance, the aim of this dissertation is to: address the research problem, accomplish the research purposes, and answer the research question. The rationale and the significance serve as premises. One premise claims teachers need to be effective in teaching all students; the other premise claims any interaction between a teacher and a student needs to be respectful. Combined and restated, this means: effective teachers assist all students in learning by keeping all teacher-to-student interactions respectful.

**Research purposes.** Three general purposes of this research were (a) to understand a complex phenomenon, (b) to add to the educational knowledge base, and
(c) to inform constituencies (Newman, Ridenour, Newman, & DeMarco, 2003). Specifically, these three general research purposes narrowed to: (a) to understand a complex phenomenon by seeking to understand people, students in particular; (b) to add to the knowledge base by clarifying an important social process by which students make meaning of teacher-to-student respect in the classroom; and (c) to inform constituencies in describing the present by telling teachers which teacher actions students consider teacher-to-student respect (Newman et al., 2003). Therefore the intent was: to understand, to clarify, and to inform teachers of the ways students reckon teachers’ actions as teacher-to-student respect in the classroom.

The first of the three research purposes was to understand students (Newman et al., 2003). Erikson (1968) noted that during the identity crisis of adolescence, a student wants to prove trustworthy and wants to exercise free assent when choosing avenues of action. Also, Fetsco and McClure (2005) noted that a teacher’s understanding of key developmental issues a student faces, such as the aforementioned crisis, has implications for classroom practices. The research purpose of understanding students was dependent upon attending to student identity concerns.

The second of the three research purposes was to add to the educational knowledge base by clarifying an important social process: how students make meaning of teacher actions (Newman et al., 2003). According to Pang (2001), “culture is a large part of how we identify and understand our lives” (p. 4) and, “[students] come to school with different cultural backgrounds…[which] are primarily taken from contexts that are shaped by specific social class and labor values” (p. 3), which is as true for teachers as for students. So, not only does one student make meaning of a teacher’s actions
differently than another student, but also individual students respond differently to different teachers. So, the second research purpose, to clarify the important social process of the meaning students make of teacher actions, is dependent upon the interaction between a particular teacher and a particular student. Therefore, both the teacher’s and the student’s cultural backgrounds have ramifications for the interaction.

The third of the three research purposes was to inform constituencies by telling teachers which teacher actions students currently reckon as respect (Newman et al., 2003). According to Kant (1797/2009), people should always be treated as ends and not merely as means. Subsequently, Downie and Telfer (1969) explicated the meaning of *end* as “that which is valuable in itself” (p. 14) and further clarified:

> To say that a thing is valuable in itself is not to exclude the possibility that it is valuable *also* as a means and can be regarded or treated as a means; it is to say only that it is not *merely* a means. (p. 14, *italics in original*)

Using this phraseology, not only is a student an end in himself/herself, but a teacher is also an end in herself/himself. Succinctly put: no person should *use* another person as a way to another *end*. In the classroom, neither a teacher nor a student should use either a teacher or a student as *only* a pathway to a goal.

Each of the three research purposes was explained in terms of the *meaning of: identity, community (culture), and practice* (Couros, 2003). In particular, the first purpose was connected to adolescent student *identity*, the second purpose was linked to both teacher and student *cultural backgrounds*, and the third purpose was related to individual teacher (or student) *practices* in the classroom. Thus, to understand students, to clarify how students make meaning of teacher actions, and to inform teachers of actions students reckon as respect, consideration of the constructs of student identity,
community culture, and classroom practices guided the design of the study and the choice of data collection methods.

**Research question.** Just as a funnel guides fluid to flow through a narrower opening, the research problem narrowed to the three research purposes, which further narrowed to the research question. A study focused on teacher-to-student respect requires an operational definition of respect. The definition respect is: regard in any form the object of the regard, *the one respected* (Levinas, 1987), accepts as regard from *the one-respecting*. Thus, the purposes of this research (to understand students, to clarify students’ make meaning process, and to inform teachers which actions students reckon as respect) led to the research question: *What actions by teachers do students reckon as representations of teacher-to-student respect in the classroom?*

**Background**

The background for this dissertation is comprised of: my assumptions, my perspective, and my bias. Based prior experience, I have four assumptions (outlined below). From my perspective respect and care are both forms of regard. My cultural background sources my bias. These factors influence my worldview.

**Researcher’s assumptions.** My experiences as a daughter, a granddaughter, a niece, a cousin, an older sister, a friend, an athlete, an employee, a co-worker, an engineer, a wife, a daughter-in-law, a sister-in-law, a mother, an employer, an aunt, a secondary science teacher, a teacher-educator, a mother-in-law, a doctoral student, an artist, and a grandmother led to the following assumptions for this study: (1) all persons require respect; (2) effective teachers intend to communicate respect to all students in the classroom; (3) students share honestly and thoroughly regarding what teacher actions
make students feel respected; and (4) people claim certain beliefs, but behavior is the real indicator of belief (Schommer, 1998). Wolcott (2005) exhorted a researcher’s assumptions need to be explicit. Therefore, each of the aforementioned assumptions are expressly explicated.

The first assumption, that all people require respect, is based on the human dignity of each person as an objective end, and as a rational being, in accordance with Kant’s (1797/2009) description:

Persons…are *objective* ends – that is, things whose existence is in itself an end…for unless this is so, nothing at all of *absolute* value would be found anywhere. (p. 96, *italics in original*)

The first assumption is also based on Kant’s (1797/2009) assertion that:

Morality is the only condition under which a rational being can be an end in himself…Therefore morality, and humanity so far as [humanity] is capable of morality, is the only thing which has dignity. (p.102)

Therefore, according to Kant, due to the fact that persons are moral beings, they necessarily have human dignity, or instantiate respect.

The second assumption, an effective teacher intends to communicate respect to each student in a classroom, is based on the idea that teachers have a moral obligation to treat students with respect when they agree to be teachers. Becoming a teacher is an intentional choice. Effective teachers seek to respect each student in the manner that student wants to be respected, which promotes the student’s best benefit.

The third assumption, that each student will share honestly and thoroughly which actions make that student feel respected, is based on the premise: students are both willing and able to share that information. Interpretations of teacher actions as respect differ from student to student, and also differ, for an individual student, from teacher to
teacher. Also, students desire a teacher’s respect, and therefore will supply accurate feedback.

The fourth assumption is: people verbally claim certain beliefs, but behavior serves as the real indicator of belief. This assumption was based on how people often say one thing, and do another (contradictory) thing, which is confusing. The key to identifying another person’s beliefs is to watch what they do, which is succinctly expressed in the mantra: believe behavior (Schommer, 1998).

Each of the aforementioned assumptions indicates my tendency to interpret events in particular ways. My tendencies had to be identified in order that I remain aware of each tendency (Wolcott, 2005). In sum, I assumed all students need respect from the teacher, all teachers intend to respect students, students will supply accurate feedback, and both teachers and students will indicate authentically held beliefs in behaviors.

**Researcher’s perspectives.** I view respect as a form of regard that has many expressions, care as another form of regard, and some ways of expressing regard as more effective for some students than for others. In general, I believe some students do not experience respect until those students first experience care, while other students do not experience care until those students first experience respect. Additionally, if the dynamic of respect is different for different people, then the dynamic of care may be as well.

At this juncture, I want to clarify respect and care are often confused with one another, and are often used as synonyms; this is extremely problematic. I argue not that respect and care are hierarchical, but that respect and care are two separate, equally
important ways of expressing regard between persons. I also argue, some persons need
to experience respect and care in an order opposite of that in which other persons need to
experience these two forms of regard. However, in this study, I sought neither to
establish the preference of respect-care or care-respect order of expression for students
nor to study care.

As outlined in the research purposes, I sought to understand students, to clarify
meaning making, and to inform teachers as to which teacher actions in the classroom
individual students reckon as respect. Through this study, teachers can clarify what
respect means to individual students. Learning what students see as teacher actions of
respect may give a teacher who cares insight into respect, and a teacher who respects
insight into care. However, I set aside care and focus solely on respect. Thus, as it
concerns this research, when the reader sees the word respect, the reader is invited to
refrain from attaching any notion of care.

Researcher’s bias. Stake (1995) noted qualitative research is recognized as: (1)
highly personal, (2) inclusive of a researcher’s personal perspectives in any
interpretation, (3) an interaction with the case that is unique and is unlikely to be
duplicable, and (4) demonstrates the caliber and the usefulness of the research itself in
how “the meanings [are] generated” (p. 135) and are later valued by others. Thus, some
of the utility of this research will not be known until a later time. According to Stake, a
researcher chooses how “personal to be” (p. 135) and “what roles to play” (p. 135) when
interacting with the case; similarly, a researcher determines the intimacy level and the
role a researcher conveys to the reader of the research. Stake argued in-depth case
studies provide a researcher with the chance to: (1) see what others have not, (2) reflect
on uniqueness, (3) engage interpretive abilities, and (4) advocate for particular values.

Both in conducting research and in sharing research results, the choices a researcher makes necessarily impact the interpretation of the research by others (Stake, 1995).

Therefore, I addressed personal bias. Wolcott (2005) explained that:

Rather than dismiss bias as something we should guard against…think of it not only as something we must live with but as something we cannot do without. Bias reflects prior judgments that speed us along toward new objectives without having to reconsider every decision we have already made along the way…Bias itself is not the problem, but one’s purposes and assumptions need to be made explicit and used judiciously to give meaning and focus to a study. As long as it is fully explicated, bias should never get in the way. It offers an answer to the criticism voiced by insiders who claim that only they can understand their own group. Bias requires us to identify the perspective we bring to our studies as insiders or outsiders and to anticipate how that affects what we report. (p. 156)

Thus, “bias itself is not the problem” (p. 156). According to Wolcott, “we cannot do without” (p. 156) our bias, therefore bias is not something to neutralize, so much as bias is something to navigate by explanation; bias exists. Explicating my bias to myself illustrates my vantage point and illuminates both the “prior judgments” (p. 156) I use to make decisions, and my tendency to not recognize my basic assumptions (Wolcott, 2005).

I recognize the worldview of another person more easily than I recognize the basic assumptions (personal context) I instinctively employ. When I clarify assumptions, I remove obstacles to understanding. Therefore, my articulation of my assumptions for myself was a mechanism, which enhanced my opportunity to gain an insider’s view during observations, use of documents and interviews. Therefore, I explain for myself and for the reader, the bias (lens) through which I viewed the participants’ world.
My personal bias is sourced in being a middle-aged, White, heterosexual woman who has only lived in the mid-western states of the United States of America. The stability of my educational background is both remarkable and unremarkable in that I attended only one school for each level of education, I grew up going to only one church, moved homes only twice, and never moved out of my hometown until after I graduated from college and married my college sweetheart. During my lifetime, my father worked at, and retired from, only one company; my brother has now done the same, from the same company. My husband is eligible to do likewise, but at another company and in another mid-western state; he has had the same job since the third week of our marriage, which took place more than 33 years ago. I note this in order to say: the bias I have, I am set in, and I do not know how to undo. Undoing bias, though, is not necessary. Recognizing bias to explicate bias is necessary; I need to understand: I see as I see.

Definitions of Terminology

Art –

Theoretical:

*Art is a human activity consisting in this, that one man consciously, by means of certain external signs, hands on to others feelings he has lived through, and that other people are infected by these feelings and also experience them.* (Tolstoy, 1899/1960, p. 51, italics in original)

Operational:

That activity wherein the emotions of persons are transformed in the transacting of an ordinary interaction into an interpersonal transaction.

Action –

Theoretical:

An expression by means of voice and/or gesture (adapted from Merriam-Webster, 2005, p. 12);

Operational:

A verbal or nonverbal gesture.
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<td>Classroom – Transaction</td>
<td>An ongoing, recursive interaction between a teacher and a student, which is effective when that exchange consists in a series of aesthetic experiences over a unity of time and a unity of place for that student with that teacher (Dewey, 1938/1997).</td>
</tr>
<tr>
<td>Educative –</td>
<td>A type of personal experience, which results in positive growth, or development, for the student (Dewey, 1938/1997).</td>
</tr>
<tr>
<td>Experiaction –</td>
<td>One’s years of educative personal experiences as modified by one’s years of maturative social interactions (extended from Dewey, 1938/1997).</td>
</tr>
<tr>
<td>Expiate –</td>
<td>To make good on (adapted from Merriam-Webster, 2005).</td>
</tr>
<tr>
<td>Incident –</td>
<td>An event between two or more people.</td>
</tr>
<tr>
<td>Interaction –</td>
<td>A verbal or nonverbal occurrence between two people.</td>
</tr>
<tr>
<td>Intra-action or Intraction</td>
<td>An occurrence within a person.</td>
</tr>
<tr>
<td>Learner –</td>
<td>One who accrues knowledge or abilities.</td>
</tr>
<tr>
<td>Learnership –</td>
<td>One’s intent to, and proven ability to, learn; continuity of learning (extended from Dewey, 1938/1997).</td>
</tr>
<tr>
<td>Maturative –</td>
<td>A type of social interaction, which results in positive growth, or development, for the student (extended from Dewey, 1938/1997).</td>
</tr>
<tr>
<td>Mediation –</td>
<td>The act of “the individual actively modify[ng] the stimulus situation as a part of the process of responding to it” (Vygotsky, 1978/1981, p. 14)</td>
</tr>
<tr>
<td>Re-action or Reaction</td>
<td>A relational response.</td>
</tr>
<tr>
<td>Reckon –</td>
<td>Theoretical: To conclude after cognition; Operational: To account as.</td>
</tr>
</tbody>
</table>
Respect – Theoretical: Regard owed (human dignity) and/or regard owed plus merited regard (human dignity plus merited autonomy and/or merited equality) (adapted from Goodman, 2009); Operational: Regard in any form the object of the regard, *the one respected* (Levinas, 1987), accepts as regard from *the one-respecting*.

Respectism – A mantra or saying that expresses a belief on respect.

RespectPrint – A document customized to depict the teacher actions of respect an individual student prefers in a particular situation.

Student – A person who should intend to learn.

Teacher – Theoretical: A person “who designs situations that build upon what students value or know” (Eisner, 2002, p. 47); Operational: A person who models learning.

Teacher action – Theoretical: A verbal or nonverbal gesture of the teacher; Operational: What the teacher says or does.

Teacher-to-student – From the teacher to the student.

The one-respecting – A person who *the one respected* (Levinas, 1987) reckons as having shown a particular form of regard (adapted from Noddings, 1984/2003).

CHAPTER I
INTRODUCTION

Turn

*Turn the deed around*,
*Love to see relation.*

Experience Action,
Internalize Intra-action,
Mediate Reaction,
Relational Interaction.

*Teacher to student,*
*Student to self,*
*Student to teacher,*
*Teacher-to-student again.*

*Teacher acts,*
*Student internalizes,*
*Student mediates,*
*Teacher relates.*

*Turn the deed around,*
*Love to see relation.*

*Teacher becomes student of student,*
*Student becomes teacher of teacher,*
*When roles flip:*
*Education turns around*

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2 Inspired by the song Turn the Beat Around by Jackson and Jackson (1976/1994).
4 Inspired by the idea of the student always mediating situations (Eisner, 2002).
5 Inspired by Dewey’s (1916/1944) idea of both teachers and students as learners.
**Art in Research**

The research question: “*What actions by teachers do students reckon as representations of teacher-to-student respect in the classroom?*” was answered through science and not through art. Art is the vehicle presenting the results in an *ethnodrama*, which dramatizes those results (Cahnmann-Taylor, 2008). Seven free-form poems were also uses of art, which allowed exploration of my ideas. Immediate application of a concept bridges theory with reality, and thereby eliminates a pitfall in teaching: *talking* instead of *doing*. This research study is not *on* art and this research was not done *through* art; rather this research *utilized* art as a means of communication.

Additionally, this research is *art-argued*. Early in this research study, I sought ideological congruency of both thought and belief. Once I settled on pragmatism, I sought work done by others on which to build. I found several great thinkers: Tolstoy, Santayana, Dewey, Vygotsky, Rosenblatt, and Eisner. Joining that art-related discussion allowed me to tease out an *art-argued* approach to researching teacher-to-student respect in the classroom.

**Theoretical Framework**

The theoretical framework of this study is founded on the four areas of social constructivist learning: *meaning, identity, community* (culture), and *practice* (Couros, 2003). Those four areas are used to frame a relationship between to two subjects: art and education. Additionally, the work of various philosophical, psychological, sociological, and pedagogical theorists finishes connecting concepts to the construct of respect. For example, Rosenblatt’s (1938/1995) transactional analysis theory of literature links art
and education. The discussion then funnels to the use of a conflict resolution strategy in the negotiation of classroom respect.

For the purposes of this study, the classroom transaction is considered an ongoing, recursive interaction between a teacher and a student, which is effective when that exchange consists in a series of aesthetic experiences over a unity of time and a unity of place for that student with that teacher (Dewey, 1938/1997; defined on p. xxx). Using Rosenblatt’s (1938/1995) example of a transaction between a reader and a poem as an analogy, the student is considered similar to the reader and the teacher is considered similar to the poem. Like the reader, the student has to “turn his attention as fully as possible toward the transaction between himself and the [poem]” (Rosenblatt, 1938/1995, p. 28). Meanwhile, just as both the words and phrases in the poem remain unchanged, the teacher and the student’s relationship with the teacher were considered static. Thus, the student had the opportunity to pause and to consider a discrete teacher action. The focus in this study was the student side of the transaction, the student’s: internalization of, meaning making of, and potential mediation of, a teacher action within an exchange.

Art. Tolstoy (1899/1960) claimed art serves as the language of feeling just as speech serves as the language of thought. According to Tolstoy art is, “A human activity...that one man consciously...hands on to others feelings he has lived through, and that other people...also experience them” (1899/1960, p. 51, italics in original). Whereas, the activity of art is, “To evoke in oneself a feeling one has experienced, and...to transmit that feeling that others may experience the same feeling” (Tolstoy, 1899/1960, p. 51, italics in original). In so saying, Tolstoy indicated art is an act. As an
act (action), art communicates a feeling the artist has experienced in a way that evokes an experience of that feeling in another person. Therefore, art is a means of human interaction (Tolstoy, 1899/1960); art’s meaning is in the act of experiencing the emotion.

**Meaning.** Prior to Tolstoy, Santayana (1896/2010) theorized that the aesthetic (sense of beauty) is realized when there is a perfect correspondence (unity) between a person’s expectations and a person’s experience. Subsequently, Vygotsky (1925/1971) clarified how the aesthetic experience is both social and emotional. According to Vygotsky, when a work of art causes the resolution of a personally held conflict onto a higher plane of general human truth, that resolution is a catharsis, which catapults a work of art from the merely personal to the expressly universal.

**Identity.** In clarifying the human factors that infuse art with meaning, Vygotsky (1925/1971) noted that form gives rise to the elements of art and to the structure of art, which, in turn, create and govern the resulting aesthetic emotional experience occurring for the art appreciator on a social plane. Also, Vygotsky (1932) studied, “the problem of the psychology of the actor [in] theatrical creative work” (p. 237). Vygotsky saw the problem as a paradox: in the act of acting an actor portrays an emotion the actor does not emote at the time of portrayal. However, also in the act of acting, the actor simultaneously “expresses [sic] social ideology” (Vygotsky, 1932, p. 240, italics added), which is social context, and expresses the “ideology of his epoch” (Vygotsky, 1932, p. 240), which is historical context. Therefore, art is not only identified by form, such as a painting, a book, a play, or a poem, but art is also identified by the conditions which spawned it, which are socio-historical or socio-cultural.
Community. Vygotsky (1978/1981) noted that persons use culturally produced “sign systems (language, writing, number systems)” (p. 7) to mediate personal experiences and to internalize the meaning of those experiences. Vygotsky (1978/1981) defined mediate as, “to actively modify the stimulus situation as a part of responding to [the stimulus situation]” (p. 14) and defined internalize as, “the internal reconstruction of an external operation” (p. 56). In other words, persons use culturally agreed upon signs to inwardly construct and to actively modify an external stimulus as the person responds to that stimulus. Therefore, the social, historical, and cultural conditions in which persons live influence the meaning persons give to art. Truly great works of art, however, transcend time in appealing to all persons, regardless of culture or of epoch.

Practice. Expanded, Tolstoy’s (1899/1960) definition of art parallels Vygotsky’s ideas of external operations and culturally produced sign systems in claiming that:

Art is a human activity consisting in this, that one man consciously, by means of certain external signs, hands on to others feelings he has lived through, and that other people are infected by these feelings and also experience them. (p. 51, italics in original)

Here Tolstoy (1899/1960) emphasized that a human person necessarily communicates an inward feeling by an outward sign, which is intended to evoke the same inward feeling in another person. Reproducing the feeling is the key to art being aesthetic. To consistently and persistently cause the accurate replication of the feeling in other persons, as that feeling originated in the artist, is to achieve a work of art universally appreciated.

If beauty is the congruence of human expectation in the mind with human experience in the world (Santayana, 1896/2010), then, as it concerns a teacher respecting a student, the classroom experience is likely to be beautiful for the student when the
student’s expectation of teacher-expressed respect is one with that student’s experience of teacher-expressed respect. According to Dewey (1934/2005), when there is unity of experience, there is evidence of art, which is an elevated aesthetic experience.

For a teacher and a student in a classroom, the metaphor of an actor is apt, because sometimes the classroom is a stage in both directions: the teacher acting toward the student and the student acting toward the teacher. Often, the paradox of the actor (Vygotsky, 1932) applies to the situation, because a teacher or a student may not be simultaneously emoting the emotion the teacher or the student is expressing. In such a case, the incongruity of the inward emotion with the outward sign may cause a failure to replicate the emotion of the one person in the other (person).

In the classroom, some interactions between a teacher and a student support the relationship and other interactions do not; respectful interactions support relationship. Respect, as a relational element, can be communicated through art. Art, in light of the cumulative discussion so far, is: that activity wherein the emotions of persons are transformed in the transacting of an ordinary interaction into an interpersonal transaction (defined on p. xxix).

**Artful education.** Eisner (2002) suggested reworking the educational landscape using an artistic approach to education, wherein educators begin to “think about teaching as an artful undertaking…conceive of learning as having aesthetic features…[and] regard the design of an educational environment as an artistic task” (pp. xii-xiii). Eisner (2002) also pointed out that the arts help to grow and to create mind. I argue in agreement with Eisner that a teacher should conduct education as an art. I also argue teachers would be more effective educators if teacher-student interactions were artfully
transacted. Additionally, I argue that if a teacher lacks respect for a student, then that student should undertake the negotiation of respect (Freire, 1970/2007) and conduct that negotiation as an art in an effort to evoke in the teacher the emotion the teacher caused in the student by not being respectful.

In fact, I argue education must be aesthetic. Dewey (1938/1997) noted, “the most important attitude that can be formed [in education] is that of desire to go on learning” (p. 48) and that, “th[e] degree of completeness of living in the experience …makes…what is…[a]esthetic in art” (Dewey, 1934/2005, p. 27). Thus, according to Dewey, the desire to continue to learn is the best attitude in education and a high degree of living in the moment expresses the aesthetic. A teacher can facilitate both by providing students the opportunity to do “what students are likely to do when [students] can do whatever [students] would like to do” (Eisner, 2002, p. xiii). Such facilitation would create a congruence of what the student wants (desires) to do with what the student does do.

Dewey (1934/2005) distinguished between everyday lived experiences (experience) and works of art (an experience) by noting that the unity of action with feeling and with meaning creates an experience. Santayana (1896/2010) argued a perfect correspondence, or unity (Dewey), of expectation and experience conveys the sense of beauty (the aesthetic). In addition, Tolstoy noted that an artist, in the activity of art, evokes in the art appreciator the same feeling experienced by the artist that inspired the art form, which can be understood as another unity. Therefore, the classroom experience is an aesthetic experience for the student when actions match feeling match meaning, which, with regard to respect, occurs when the student’s expectation of
teacher-expressed respect is one with that student’s experience of teacher-expressed respect.

For student negotiation of teacher respect in the classroom, if the teacher has acted and the student has internalized that act as lacking the respect the student needs, then mediation of the teacher’s action, by the student but for the teacher, is needed. Through such an act, the student, as the artist, creates an experience that unites the teacher and the student in the same feeling: the one the teacher evoked in the student. The student’s act of communicating that feeling to the teacher allows the teacher the opportunity to recognize the meaning made by the student of the teacher’s original action.

**Education.** School buildings house persons for the purposes of learning. To what purpose, or end, do persons choose to learn? This question is important because no person learns who does not first choose to learn. Additionally, what an educator hopes a student learns is insignificant in comparison to what the student wants (desires) to learn. Some students choose to learn the character traits of the teacher. Other students choose to learn how to defy school or classroom rules with minimal consequence. Some students choose to learn how to avoid a teacher and, later, how to drop out of school. Many students learn academic content. At the very least, students learn how to participate, successfully or unsuccessfully, in a relationship with a teacher.

I argue schools prepare students for something in the student’s future; in my teaching days, I assumed that something was a something of value. Perhaps, schools prepare students for something not of value. Although schools offer various curricular options, the educational take-away is comprised of only the learning the learner elects to
learn. Schools provide an opportunity for the learner to learn the curriculum, which is commonly understood to be what educators have elected to deposit in a student’s mind (Freire, 1970/2007). However, according to Sizer (1999), “Curriculum is defined as what is ultimately structured in the [student]’s mind—that is, what is remembered, understood, used and enjoyed” (p. 163, italics in original). Consequently, curriculum is what sticks with the student as evidenced by the student using the information.

Eisner (2002) distinguished amongst three different kinds of curriculum: explicit, hidden, and null. According to Eisner, the explicit curriculum is “the formal program of the school, the program that is planned, taught, and graded” (2002, p. 158). Thus, the explicit curriculum is the best effort of teachers as professional educators. Meanwhile, the hidden curriculum is comprised of, “messages, values, and ideas that are conveyed tacitly if not explicitly” (Eisner, 2002, p. 158), which is the underlying belief system. Additionally, the null curriculum “constitutes what is absent from the school program, what students in schools never have the opportunity to learn” (Eisner, 2002, p. 159). Neglected, non-content may indicate the less-favorable values and assumptions held by the school community or the local community. Taken together, Eisner’s three types of curriculum encompass what is chosen for the student, not necessarily what the student “remembered, understood, used, and enjoyed” (Sizer, 1999, p. 163).

Meaning. A century ago, Dewey (1916/1944) defined a democratic society as a society that “makes provision for participation in the [society’s] good of all [the society’s] members on equal terms and which secures flexible readjustment of [the society’s] institutions through interaction of the different forms of associated life” (Dewey, 1916/1944, p. 99). Thus, a democratic society promotes equal participation in
adjustment of societal institutions for the good of those members. Dewey also specified the type of education needed: “Such a society must have a type of education which gives individuals a personal interest in social relationships and control, and the habits of mind which secure social changes without introducing disorder” (Dewey, 1916/1944, p. 99). Therefore a democratic society needs to educate students as citizens who are vested in social relationships, and who are empowered to change the institutions of democracy in ways that preserve democracy and protect democratic citizens. Making such provisions for all members on equal terms requires citizens who: respect persons.

Eisner (2002) noted “education…is the process of learning to create ourselves” (p. 3). Thus, as applied to one student, education is the process of a student learning to create the student’s self. Eisner (2002) also noted that schools influence the process of a student creating himself in:

How schools are organized, what is taught in them, the kinds of norms they embrace, and the relationships they foster among [a teacher] and [a student] all matter, for they all shape the experiences that a student[ is] likely to have and in the process influence who [a student] will become. (Eisner, 2002, p. 3)

Thus, a school shapes experiences, which shape the future self of the student. For a student to experience an aesthetic education, the teacher needs to assist the student in achieving a unity of expectation with experience (Santayana), a unity of action with feeling and with meaning (Dewey), and a unity of action with desired action (Eisner). The process of the student creating himself requires both a school community and a teacher that respect both the student and the process (of creating himself).

**Identity.** According to Erikson (1968), an adolescent works actively and reiteratively, via an on-going crisis, to establish and to internalize a whole and consistent
psychosocial identity. To achieve a sense of identity, the student “needs to understand himself…[and] needs to work out harmonious relationships with other people” (Rosenblatt, 1938/1995, p. 3), because “identity is a quality that is partly given to us by others, through their affection, respect, and feedback concerning the behaviors in which we engage” (Cushner & Brislin, 1986/1996, p. 4). Therefore as an “other” who imparts feedback, a teacher should become a student of the student (Dewey, 1916/1944) by getting to know the student and by assisting that student in identifying whom to become.

Erikson (1968) pointed out that, “It is the ideological potential of a society which speaks most clearly to the adolescent who is so eager to be affirmed by peers, to be confirmed by teachers, and to be inspired by worth-while ‘ways of life’” (p. 130). While an ideological potential (ideal) is often impossible to achieve, a student views an ideal as worthy of embracement nonetheless. Surrounded by others who share that ideal, a student may interpret the affirmation of peers and the confirmation of teachers as practical signs of a near realization of that ideal. Which means a student may embrace a way of life as worthwhile, because those who surround him embrace that way of life.

Although a student desires affirmation as similar to the others around him, an “adolescent [student]…looks for…opportunit[ies] to decide with free assent” (Erikson, 1968, p. 129) also; the student craves both a feeling of belonging and a sense of deciding for himself. Concerning an interaction with a teacher, if a student senses the teacher respects both the student’s integrity of self and the student’s integrity of identity, then the student grants *assent to learn* to the teacher, which enhances the student’s potential both to become and to remain engaged in the classroom (Kohl, 1994). Through such
engagement, the student may gain a practical interaction with the teacher wherein the student can behave as the student’s true self (Erikson, 1968).

While a student partly resolves an identity through similarity to others and wants to feel free to autonomously do so, a student also looks for opportunities to distinguish himself from those around him and to perceive himself as unique (A. B. Suffron, personal communication, December 2015), which means, “no general rule can be laid down for dealing with [students]…the teacher has to deal with them individually…[because] no two are exactly alike” (Dewey, 1938/1997, p. 56). Eisner concurred, “children are not uniform” (1979/1994, p. 14). Thus, students vary one from the other.

According to Kohl (1994), a student needs a teacher to affirm: (a) the student; (b) the student’s story; and, therefore, (c) the student’s identity by “teaching hope, [by] resisting arbitrary authority, and [by] taking control of [the teacher’s] own learning” (Kohl, 1994, p. xv). In other words, a teacher needs to set an example. In order to engage a student in learning, a teacher cannot ignore that student’s personal context; rather, the teacher’s affirmation of a student’s context (identity) sets the stage for a positive teacher-student relationship in the classroom.

**Community.** An adolescent depends upon support “from the collective sense of identity characterizing the social groups significant to him: his class, his nation, his culture” (Erikson, 1968, p. 89), therefore a student not only works out an individual identity, but also relies on a sense of collective identity. According to Rosenblatt (1938/1995), “the inescapable molding influence of the culture into which we are born is an extremely important concept” (p. 14). Not only can an adolescent student not escape
the influence of his culture, he relies on that influence to help characterize him. In fact, every student has a need to belong to a community.

To build a classroom community, a teacher needs to understand the student, the student’s identity forming process, and the student’s need to belong to a community. According to Dewey (1938/1997):

The principle that development of experience comes about through interaction means that education is essentially a social process. This quality is realized in the degree in which individuals form a community group….the teacher…has a peculiar responsibility for the conduct of the interactions and inter communications which are the very life of the group as a community. (p. 58)

Dewey’s (1938/1997) two principles, the principle of the continuity of experience and the principle of the continuity of interaction, yield: “the principle that the development of experience comes about through interaction” (p. 58), from which Dewey concluded, “education is essentially a social process” (p. 59). Such a social process is dependent upon a teacher’s use of social exchanges to create a community, which is then sustained by quality interactions functioning as transactions. Mediated by the teacher, such a classroom community provides the sense of belonging the student craves.

Although a teacher has the responsibility for initiating, nurturing, and co-constructing the classroom community, prior “socialization into the culture in which [teachers or students] grow up plays a central role in who [teachers or students] are and how [teachers or students] behave” (Cushner & Brislin, 1986/1996, p. 235), which means both teachers and students have a “tendency…to judge others from their own culture’s perspective” (Cushner & Brislin, 1986/1996, p. 5). Such a tendency can negatively impact the classroom community.
According to Dewey (1938/1997), students achieve growth through personal experience over the course of personal history and students achieve maturity through social interactions over the course of time in interaction with others. Teachers assist students in achieving positive experiences for growth by the conditions teachers choose to set in the classroom (Dewey, 1938/1997). Such experiences are the medium of education and, as human experiences, are always social (Dewey, 1938/1997). The social aspect of an experience necessarily impacts the experiencing of that experience social constructivism).

Due to the fact that people can be similar, relationships can also be similar. Therefore, concerning teacher-to-student respect in the classroom, teacher actions that are effective in respecting one student may be appropriate for respecting other students as well. However, teachers can trend toward treating students too much alike when differentiation should be made, or toward treating students too differently when use of commonalities might be successful. Students benefit if teachers allow similarities or differences amongst students to guide teacher actions in respecting each student.

**Practice.** As mentioned, a teacher should take the attitude of a learner in understanding an individual student and that student’s needs before instructing that student (Dewey, 1916/1944). According to Dewey (1938/1997) while students learn through personal experiences, not all experiences are *educative*; an educative experience results in a student’s positive growth or development. Dewey also said, “an experience is always what it is because of a transaction taking place between an individual and what, at the time, constitutes his environment” (1938/1997, p. 43). Thus, effective
teachers shape educational environments that equip students for transacting educative experiences.

Effective teachers know: (a) students learn best from prior knowledge (Alton-Lee, 2003), (b) teachers should attend to what is purposely transacting in the classroom for each student (Dewey, 1938/1997), (c) adolescent students are actively constructing identities (Erikson, 1968), (d) adolescent students are actively seeking situations in which they can willfully assent to occurrences (Erikson, 1968; Kohl, 1994), and (e) students possess identities based on culture of origin and societal influences (Gay, 2010; Pang, 2001). Also, effective teachers know not to put students in situations that may jeopardize: (a) a student’s comprehension of prior experiences, (b) a student’s construction of a contiguous identity, (c) a student’s comprehension of the student’s socio-cultural background, and (d) a student’s willingness to grant assent to learn. Such knowledge indicates a student needs a classroom teacher to respect elements that constitute both the student and educative education (which respects that student).

The teacher carries “the responsibility for understanding the needs and capacities of the [students] who are learning at a given time…[and for] generating an experience that has educative quality with particular individuals at a particular time” (Dewey, 1938/1997, pp. 45-46). Effective teacher actions of respect are environmental conditions the student interacts with to create experiences worth experiencing. Such teacher-to-student respect facilitates “ ‘…shared activity, [where] the teacher is a learner, and the learner is, without knowing it, a teacher’ “ (Dewey as quoted by Goodman, 2009, p. 9). Therefore, educatively, it is a teacher-learner who successfully interacts with the individual student, who is a learner-teacher (Dewey, 1916/1944). According to
Goodman (2009), “respect is built through [such] interactive experiences (p. 9, emphasis added).

This theoretical framework is an art-argued approach for researching teacher-to-student respect in the classroom centered on the social constructivist learning areas of meaning, identity, community (culture), and practice in regard to the need for education to be aesthetic. As mentioned, art is that activity wherein the emotions of persons are transformed in the transacting of an ordinary interaction into an interpersonal transaction. Education, when conducted both aesthetically and democratically, communicates the expectation that the student, as a citizen of that democracy, not only may undertake the negotiation of classroom respect, but as one invested in the relationship with the teacher, the student is expected to undertake that negotiation, which, in turn, is expected to be successful. Due to the fact that relationships are the medium through which respect is expressed, when a negotiation is so executed, that negotiation is an aesthetic experience permeated by human essence and embodied by the persons experiencing the experience (Rosenblatt, 1938/1995), and therefore, if positive, is maturative (defined on p. xxx).

Transactional analysis. Dewey and Bentley (1946) defined transaction as an “unfractured observation” (p. 506), because Dewey and Bentley needed a term, similar to interaction, which would emphasize an ongoing exchange or system. Rosenblatt (1938/1995) used the construct of transaction in a theory of literature, called transactional analysis, which focused on an ongoing exchange between a reader and a piece of literature. Within the theory, Rosenblatt defined two stances: efferent reading and aesthetic reading. Rosenblatt’s two reading stances are specific applications of
Dewey’s two general types of experience: an everyday lived experience, or *experience*, and an aesthetic emotional experience, or *an experience*.

In transactional analysis, Rosenblatt defined *transaction* as the “to-and-fro, spiraling, nonlinear, continuously reciprocal influence of reader and text in the making of meaning” (1938/1995, p. xvi). In so saying, Rosenblatt emphasized “the poem as an event in the life of the reader, as a doing, a making…the coming together of a particular personality and a particular text at a particular time” (1938/1995, p. xvi), which Rosenblatt explained as “meaning…’happen[ing]’ during the transaction between the reader and the signs on the page” (1938/1995, p. xvi). Thus, there is an active, ongoing exchange between the reader and the text. As a result, each time a reader encounters each individual text, the meaning of that text to that reader is actively and uniquely constructed in those moments of the recurring exchange (Rosenblatt, 1938/1995).

According to Rosenblatt (1938/1995), efferent reading, is reading wherein “the reader must focus attention primarily on the impersonal, publicly verifiable aspects of what the words evoke and must subordinate or push to the fringes of consciousness the affective aspects” (p. xvii). Aesthetic reading, according to Rosenblatt, is reading wherein “the reader must broaden the scope of attention to include the personal, affective aura and associations surrounding the words evoked and must focus on—experience, live through—the moods, scenes, situations being created during the transaction” (p. xvii). Therefore, reading that is efferent is necessarily focused on the objective (cognitive), and would suppress emotions that might arise during the act of reading, whereas reading that is aesthetic occurs when the focus of efferent reading is broadened to include the emotions (affective).
Together, the two stances define the extremes between which the ongoing interaction, which is a transaction, can theoretically cycle: from the entirely cognitive to the cognitive plus the affective. On a more practical level, Rosenblatt (1938/199) acknowledged, “both cognitive and affective elements are present in all reading” (pp. xvi-xvii). Therefore, a reader never reads only with the mind; the reader’s emotion is always involved, which is consistent with Dewey’s (1934/2005) assertion: experience, aesthetic or not, is always emotional.

As previously quoted (on p. 14), such “an experience is always what it is because of a transaction taking place between an individual and…his environment…[where] the environment is whatever conditions interact with personal needs, desires, purposes, and capacities” (Dewey, 1938/1997, pp. 43-44). Within the classroom, environmental conditions include:

What is done by the educator and the way in which it is done, not only the words spoken but the tone of voice in which they are spoken…. [T]he educator…[has] the duty of determining that environment which will interact with the existing capacities and needs of those taught to create a worthwhile experience. (Dewey, 1938/1997, p. 45)

Thus, teacher actions are environmental conditions a teacher controls and, with which a student interacts, to create experiences worth experiencing. The attitude behind the teacher’s verbal and nonverbal actions is also an environmental condition and influences the teacher-student interaction. Applying the idea of a transaction to the exchange between a teacher and a student in the classroom focuses attention on the teacher-student system as an on-going, recursive interaction, both during a class period and over an academic year, wherein the teacher acts and the student acts back.
Such a system is necessarily complicated, because similar or entirely different experiences can occur in the classroom for a teacher and for an individual student.

Eisner (2002) described how persons give a dual imprint to experiences:

Experiencing the environment is...a process that is shaped by culture, influenced by language, impacted by beliefs, affected by values, and moderated by the distinctive features of that part of ourselves we sometimes describe as our individuality. We humans give simultaneously both a personal and a cultural imprint to what we experience; the relation between the two is inextricable....these mediating factors personalize and filter experience... (p. 1)

Thus the experiencing of an environment is a process imprinted upon by both personal and cultural factors. Personal identity and culture of origin are necessarily linked in the classroom and influence the teacher, the student, and the classroom community, such that experiences of that environment can be entirely unique and vastly unpredictable.

The social aspect of setting classroom conditions for educative experiences impacts the transaction, which is aesthetic in nature and embodied by persons, in such a way that the transaction cannot be separated from the persons, nor can the transaction be objectified outside of that experience (Rosenblatt, 1938/1995). When that social aspect is positive, the interaction is maturative.

**Respect.** Respect is a construct described in many ways and, necessarily, understood differently by different people (Goodman, 2009). In an effort to clarify what persons intend to express when respecting other persons, Goodman synthesized prior work by Kant, Mill, and Rawls on respect, and expressed respect in two forms: respect-due and respect-earned. An important nuance of Goodman’s distinction is that respect-due serves as the foundation for and becomes a subset of respect-earned. As part of the theoretical framework on respect, Goodman’s work will serve as a lens through which to
interpret the data. Therefore, it is important to note that both in Rosenblatt’s (1938/1995) theory and in Goodman’s (2009) theory the scope of attention of the first aspect (efferent reading; respect-due) is broadened to include the second aspect (aesthetic reading; respect-earned).

Respecting persons needs explication because when prompted to be respectful, a person responds by doing what \textit{that} person thinks a respectful person does (Goodman, 2009). So, in addition to Goodman’s work, Lickona’s (1991/1992) work on the constructs of respect and responsibility and Darwall’s (1997) work distinguishing between recognition respect and appraisal respect are briefly presented. In particular, Goodman’s work centers on respect between teachers and students, Lickona’s work considers respect between persons in schools, and Darwall’s work explicates respect between persons. As a reminder, the operational definition of respect in this study is: \textit{regard in any form the object of the regard, the one respected} (Levinas, 1987), \textit{accepts as regard from the one-respecting} (defined on p. xxxi).

Lickona (1991/1992) noted, “responsibility emphasizes our positive obligations to care for each other. Respect, by comparison, emphasizes our negative obligations” (p. 44). According to Lickona, positive obligations indicate what persons \textit{should} do for other persons, whereas negative obligations illustrate what persons \textit{should not} do for other persons. In this study, and in contrast to Lickona, the positive obligations of teacher-to-student respect in the classroom were considered first, and negative obligations were used to argue in support of the positive obligations.

Darwall (1977) considered persons as objects of recognition respect and, possibly, appraisal respect. Darwall (1977) asserted, “to have recognition respect for
something is to regard that fact as itself placing restrictions on what it is permissible to do,” (p. 40), which employs the notion of a negative obligation used by Lickona. Darwall added, “to respect something in this way is [sic] to regard it as something to be reckoned with (in the appropriate way) and to act accordingly” (Darwall, 1977, p. 40, emphasis added). Thus, as applied to persons, recognition respect guides and limits one person’s behavior toward another person. Appraisal respect “consists in a positive appraisal of a person, or his qualities” (Darwall, 1977, p. 39). According to Darwall, any person whose behavior successfully demonstrates recognition respect for another person necessarily merits appraisal respect (a positive obligation). Applied in a classroom, effectively respecting the student merits the teacher the student’s appraisal respect.

Goodman (2009) examined respect in the teacher-to-student relationship in the classroom and expressed respect as two types: respect-due and respect-earned. According to Goodman (2009), respect-due is the respect owed to every person because of the dignity every person possesses in being born human. Respect-earned is respect-due, or human dignity, plus the respect persons award to one another based on the degree to which an individual’s own actions demonstrate increasing autonomy and/or equality as, in this study, adolescent students become adults. In so doing, Goodman flipped the focus on respect in the classroom from student-to-teacher respect to teacher-to-student respect.

Goodman’s (2009) respect-due is the minimum amount of respect unconditionally due to all persons at all times. In the classroom, expressing respect-due means teachers and students should initially respect one another for the same reason and, possibly, to the same degree (Goodman, 2009). Respect-earned is conditional, cannot be
demanded, and is incrementally gained from one person as it is awarded to the other (Goodman, 2009). In regard to a student respecting a teacher in the classroom, Goodman (2009) explained that a student, “should defer to the authority of [the] teacher’s knowledge” (p. 12), and “should submit to her curriculum decisions and assignments” (p. 12). In regard to a teacher respecting students in the classroom, Goodman (2009) noted that a teacher “should admit her [knowledge] deficiencies” (p. 12), and should, as students “advance in years and their experience becomes relevant” (p. 12) grant students input on curriculum and assignments, when the students “have earned it” (p. 12). In this way, the adult teacher acknowledges the increasing capacity of the adolescent student for adult-like autonomy and for adult-like equality.

Goodman (2009) noted “earning and bestowing respect is central to the evolution of a moral person” (p. 15), because awarding respect-earned provides the chance for persons to appraise “qualities they find admirable, [and] individuals they desire to imitate” (p. 15). In the classroom, awarding respect-earned allows a student to: develop worthwhile personal values and ideals (Goodman, 2009), to create himself (Eisner, 2002) and to shape the person he wants to become (Rosenblatt, 1938/1995; Erikson, 1968). The more the respect needs of persons are honored in the teacher-student relationship, the greater the likelihood the relationship is positive.

**Conceptual Framework**

As mentioned (on p. xx), people often refer to the reciprocity principle (Golden Rule) as a guideline for how to treat other people. The ethic is a practical guidance for how to treat persons when the only thing known is: they are *other* persons. Once a
relationship moves from the unknown (general) to the known (particular), then the ethic should become: *Treat the other how you have learned the other wants to be treated.*

**Classroom conflict.** When I taught an educational implementation course, I observed my students (pre-service teachers) in the field as they worked with local primary students. During one semester, I noticed a facial aspect that seemed common amongst the teachers who mentored my students. That aspect seemed perpetually set, emotionally closed, and artificially forced. The fact that several teachers displayed such an aspect in the classroom aroused my curiosity as to why they did so. Later a university director, with whom I had worked closely, walked through a classroom door wearing the same facial aspect on her face, which I had never seen before.

When I asked her why she seemed closed, the director said the frozen countenance was necessary because of a difference in *valuing* between the students’ home cultures and the teacher’s classroom culture. The example the director cited was: students did not complete the homework the teachers assigned. In working with the same teachers, a member of the Director’s department once provided conflict resolution guidelines, which the teachers found so helpful they requested more information. This event caused me to adopt a conflict resolution strategy for researching teacher-to-student respect in the classroom.

**Conflict resolution strategy.** For this study, I adapted an appropriate assertiveness “I” statement (I-statement) from the Conflict Resolution Network (2015) as a device for student negotiation of teacher-to-student respect in the classroom. Originally, the statement was: “*When… I feel… and what I’d like is that I…*” (Conflict Resolution Network, 2015), which I modified to: *When my teacher* (the student names
the teacher’s verbal or nonverbal action), *it made me feel* and/or *think* (student names the feeling or thought experienced), *so in the future I would prefer* (student names a verbal or nonverbal action that works for the student). Students can use the modified I-statement to: focus on a particular teacher action, share how that action was internalized, and name a preferred teacher action.

After the I-statement, I added the prompt: *Dear Teacher, what this experience meant to me was* ... (student mediates the student’s experience for the teacher), which gives the student an opportunity to share the meaning making process. The prompt provides a way for a student to negotiate interactions of respect with the teacher, which may build and sustain a positive relationship. A teacher who knows a student’s respect preferences can implement a specific form of the reciprocity principle: *Learn the actions of respect a student prefers, and then so do.*

**Critical incidents.** Cushner and Brislin (1986/1996) developed *critical incident* vignettes to prepare people to live amongst persons of another culture. Such preparation is necessary because all persons are socialized by an inaugural culture to behave in particular ways in particular situations. Therefore, Cushner and Brislin (1986/1996) used critical incidents to depict “emotional experiences, communication difficulties, and challenges to preexisting knowledge” that are common in intercultural relationships (Cushner & Brislin, 1986/1996, p. 2). In each vignette, persons from different cultures pursue a common goal, clash, and are unable to achieve the task due to a misunderstanding. After each vignette, a reader selects the most likely explanation for the critical incident from amongst several explanations listed. In this way, readers learn alternate views of incidents, which explain the source of the conflict.
According to Cushner and Brislin (1986/1996), alternate explanations “accounted for the problem from the point of view of the actor in the vignette who [was not a member of the reader’s own culture” (p. 13, italics in original). Alternate explanations illustrate how: (a) persons use behaviors to meet needs, (b) persons of different cultures commonly misattribute one another’s behaviors, and (c) persons have a narrow set of expectations of other person’s behaviors (Cushner & Brislin, 1986/1996).

For this study, I viewed the teacher as both the newcomer and as the person responsible for facilitating a successful relationship with each student. I argue it is the teacher who arrives in the student’s life, rather than the student who arrives in the teacher’s classroom, on the basis of the fact the local community spawns the school and the student (native) is as likely or more likely than the teacher (immigrant or native) to belong in the school community. Therefore, I collected I-statements, written from the student’s point of view, as extremely brief vignettes called incidents critical to respect in the classroom.

The classroom transaction. A respect transaction occurs in the classroom between each teacher and each student. For this study, such a transaction was considered as: 1) the teacher acts; 2) the student internalizes the meaning of that act; 3) the student mediates that meaning for the teacher when the student acts back; and 4) the teacher acts again (or re-acts) toward the student. Any internalizing or mediating on the teacher’s part was neglected. Attention was also focused on both the meaning the student made of the teacher’s action and any teacher action the student would have preferred over the original action. Teacher responses to the student’s mediation were
considered as positive, neutral, or negative; a positive teacher response was one that encouraged or supported the student in the interaction (a relational response).

As stated, a classroom respect transaction involves an on-going social interaction. However, in order to discuss a single incident from the student’s point of view, both the teacher and the teacher-student relationship were considered (temporarily) static. Also, steps 2 and 3 were considered in isolation. Table 1 shows an incident critical to respect in the classroom deconstructed into steps for a single teacher action (from the student’s point of view).

Table 1. Incident critical to respect as relational interaction

<table>
<thead>
<tr>
<th>Step</th>
<th>Teacher Action</th>
<th>T</th>
<th>S</th>
<th>Student</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Action (Acting)</td>
<td>⇒</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2.</td>
<td>Intra-action (Internalizing)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3.</td>
<td>Mediation (Mediating)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4.</td>
<td>Relational Interaction (Re-acting)</td>
<td>⇒</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Note: The highlighted boxes indicate the Student Response to the Teacher Action; T = Teacher; S = Student.

In the real world, an adult teacher and an adolescent student are necessarily from different historical cultures. Differences in socialization often result in the teacher or the student (or both) having expectations of the other’s behavior that are not met in classroom experiences. Development of incidents critical to respect was intended to address such differences so persons learn to expect behaviors from another person that are congruent with the original socialization for each person, which avoids expectations of interactions congruent with a person’s own socialization (unless identical). Therefore, not only did I consider the teacher the newcomer, but I also regarded the classroom relationship (an adult teacher with an adolescent student) as intercultural.
Incidents critical to respect in the classroom. Cushner and Brislin (1986/1996) specified four indicators (evidence) of a successful adjustment to new culture. The first three (of the four) are: (1) good adjustment, (2) good relations, and (3) task effectiveness. Therefore, as applied to this study, the teacher must (1) cross successfully into the culture of the student, (2) respect the student, and (3) be successful in respecting the student in the student’s eyes. Additionally, successful adjustment is “marked by respect for people in the other culture…[and] [es]pecially important is the other’s point of view” (Cushner & Brislin, 1986/1996, p. 3), which indicates the student is the other saying whether the teacher interacts well. Therefore, a student’s reckoning of teacher actions indicates whether a teacher’s has successfully adjusted to the classroom (not vice versa).

Cushner and Brislin (1986/1996) developed six guidelines for constructing critical incidents. I used the guidelines, together with the modified I-statements (conflict resolution strategy), to develop incidents critical to respect in the classroom written from a student’s point of view. The result is a mechanism a student can use to negotiate respect with a teacher. Even though a teacher sets the initial environmental classroom conditions (community/culture), a student retains the right to negotiate those conditions democratically (Dewey, 1938/1997). Both a teacher and a student are socialized to respect others in particular ways. When differences in socialization are revealed, information specific to each person can be used to resolve issues. Use of an incident critical to respect in the classroom offers a particular solution to a particular problem.

Artful respect. If, as I have argued, education must be aesthetic, then learning is an art that occurs in many forms, and the reiterative, ongoing exchange between a
teacher and a student in the classroom is a transaction that is most effective when the exchange is a series of effective aesthetic experiences over unity of time and unity of place for that student with that teacher (Dewey, 1938/1997; on p. xxx; on p. 3). The student’s view of the expression of those experiences is the most important view, because it is within the student’s mind, heart, and life that an experience is internalized (Vygotsky, 1978/1981). Once the experience is internalized, the student can then mediate a responsive reaction for the teacher (Eisner, 2002). What the teacher should next address is that student-mediated reaction. In a relationally positive exchange, compelling in the student’s eyes, the teacher-student relationship is maturative, and is conducted as an art. The classroom experience is likely to be beautiful (aesthetic) for the student when the student’s expectation of teacher-expressed respect is met by (one with) that student’s experience of a teacher respecting him in the classroom (Santayana, 1896/2010); such evidence of unity (expectation with experience), is evidence of art (Dewey, 1934/2005).

**Educational criticism.** In coining the term *educational criticism*, Eisner (2002) extended the concept of *criticism* from the field of art to the field of education. According to Eisner (2002), educational criticism is criticism “in educational contexts…applicable to teaching” (p. 57) through “making public through language what one has seen, interpreted, and appraised [as] an act of criticism” (p. 57). In this study, I applied educational criticism as a way a student might submit feedback to a teacher, in the form of an appraisal, and in regard to which teacher actions that student reckons as respect. Since criticism is simply appreciation made public, such criticism might be positive or negative, (Eisner, 2002).
Eisner (2002) explicated four interactive features of educational criticism: (1) observation then description, (2) interpretation, (3) evaluation, and (4) extraction of themes. That process parallels both the ideas implemented as I-statements for appropriate assertiveness suggested by the Conflict Resolution Network (2015) for resolving personal conflicts and the four steps of a relational interaction shown in Table 1 (on p. 26). In this study, if the student is considered the educational critic of the teacher’s nonverbal and verbal actions in the classroom, then the student has the opportunity to make public to the teacher what the student has appreciated privately by: (1) describing what the student observed, (2) interpreting (internalizing) the action, (3) evaluating (mediating) the action, and (4) explicating a general theme of what the action meant in the student’s relationship with the teacher. The aforementioned mechanism can be used to reinforce (or not) a teacher action the student has appreciated (not necessarily positive).

**Classroom respect.** In a classroom conflict between a teacher and a student, I argue the burden of a satisfactory resolution falls to the teacher, because the teacher has chosen to be a teacher, and by that choice has agreed to execute the functions of the position. Goodman (2009) affirmed such an idea in saying: “a teacher is a bearer of delegated responsibility to instruct. She must therefore preserve those conditions that she views as a precondition for learning…” (p. 12). I argue teacher-to-student respect, as reckoned by the student, is one of those preconditions.

When education is conducted artfully, then the reiterative, on-going exchange between a teacher and a student in the classroom is a unity of experience in which action, feeling, and meaning are one. As it concerns teacher-to-student respect in the
classroom, the transaction between the teacher and the student can create a unity from other unities. If the student’s actions accurately represent the student’s meaning and the student’s feelings, and if the teacher’s actions do the same for the teacher’s meaning and feelings, then the teacher and the student can together negotiate, via I-statements, to effectuate the teacher-to-student respect the student reckons necessary.

**Respect in high schools.** Ellis (1997) examined high school students’ perceptions of respect in the teacher-student relationship to determine if perceived teacher respect for students is related to high school student success. For this study, success was “defined as having few absences, a low incidence of discipline referrals, and a high grade point average” (p. 11). Approximately 3,200 students from three (1 urban, 1 suburban, 1 rural) public high schools in Texas answered self-administered questionnaires. Ellis (1997) found that students’ perceptions of teacher respect were directly related to academic achievement and were indirectly related to absenteeism and discipline referrals. Ellis (1997) formulated a theory of teacher respect that relied on the four dimensions: (1) *See me*, (2) *Know me*, (3) *Relate to me*, and (4) *Help me*.

Dekker (2002) studied how teachers and students in three Christian high schools in the American Midwest defined respect operationally. Using two rounds of surveys, Dekker first discerned the relational context of respect: (1) teacher-to-student, (2) student-to-teacher, and (3) student-to-student. Then, once context was determined, Dekker used the second round to determine teacher and student degree of agreement with the definitions collected in the first round. Dekker found that while teachers and student held similar definitions of respect, students tended to adopt a rule-based way of expressing respect to teachers, which teachers expected. Dekker also found that teachers
and students agree that respect is expressed via *listening, personhood, obedience*, and *courtesy*.

Working with ninth grade English and Algebra students, Webster (2003) studied the effects of teacher respect for students on student academic performance and student academic interests. Webster (2003) found student-perceived levels of teacher-to-student respect varied *directly* with student prior achievement. Webster (2003) used eight elements to define respect: (1) *caring*, (2) *understanding*, (3) *listening*, (4) *patience*, (5) *help*, (6) *fairness*, (7) *flexibility*, and (8) *treating students as unique individuals*.

Barone (2004) researched norm conformity and value perceptions of approximately 400 Malaysian adolescent students via use of a values/behavior questionnaire and via semi-structured interviews with both teachers and students. The study focused on students’ behavior in school, including resolving moral dilemmas. According to Barone, “students highly regarded teachers that they perceived were fair, praised students, and were friendly….Students were clearly ‘looking for’ friendly teachers and ones [students] felt they could relate to personally” (p. 185). Barone noted: “the clear indication by students was that teachers were expected to conform to high standards of behavior and the implicit values of fairness and respect were deemed most important in teacher/student interactions” (p. 194). Accordingly, Barone concluded, “affective elements of the hidden curriculum, like the implicit values of *justice, fairness, respect*, and *caring* need to be emphasized more in teacher preparation since these are critical aspects of the students’ perceptions of their teacher’s moral influence” (p. 194).

Adedoyin (2010) studied student perceptions of teacher interpersonal behavior in the classroom in regard to learning outcomes in mathematics. Six hundred and forty-
five junior secondary students responded to a questionnaire of 48 items on a Likert scale of 5 (1 = least agree; 5 = most agree). Factor analysis yielded 14 factors. The top 8 factors were: (1) compassionate, (2) friendly, (3) cooperative, (4) understanding, (5) sympathetic, (6) dependable, (7) accommodating and (8) helpful. Adedoyin (2010) concluded “teachers’ interpersonal interaction/behaviors [are] a significant factor toward [student’s] effective learning outcomes/achievements in mathematics” (p. 13).

Kirby and Gardner (2010) investigated the perspectives of high school students, in Newfoundland and Labrador, Canada, who returned to study for a fourth year (in an effort to graduate). The objectives of the study were to explore and to describe the experiences and the perspectives of the students, from the students’ vantage points. Thirty-one of the 44 fourth year students enrolled at the high school became study participants. Data were collected via focus groups wherein participants both functioned as participant-researchers and assisted in analysis. Kirby and Gardner found that students desired: (a) respect, (b) belonging, and (c) partnership. Students valued teachers who: (a) listened, (b) cared, (c) possessed a good sense of humor, and (d) respected students. Students highlighted: (a) positive interactions (tone of voice, body language, or words), (b) hearing both perspectives (in order to understand), and (c) the right to respectfully disagree or to challenge if they felt “wronged” (p. 124). Also, students needed support personnel who: (a) listened, (b) understood, and (c) helped. Overall, students indicated a need to feel respected by educators.

Charles (2012) conducted a qualitative study with seven high school students and three English teachers across three American high schools to examine both student compliance with and teacher enforcement of school rules regarding use of cell phones in
schools. Charles noted the general rule was: no use of cell phones during the school day and, especially, no use of cell phones during class. According to Charles, study “participants, teachers and students alike, recognized that teachers enforced the cell phone rules differentially” (p. 10). This conclusion was supported by teacher emphasis on “the need for give-and-take around the rules…reiterating the value of relationship in establishing workable protocols within classrooms” (p. 12). Charles noted: “students and teachers frequently negotiate boundaries and intersections of [sic] tools and discourses” (p. 6, emphasis added). Thus, “teachers and students alike see the need to shift from authoritative teaching roles toward a more democratic negotiation of classroom interaction based on relationships of trust and respect” (pp. 13-14).

Kissau and Salas (2013) conducted an exploratory case study to understand the motivations of American high school males in successfully studying French as a second language. Through this study of four cases the authors found that pedagogical strategies were outstripped in effectiveness by a caring relationship between the teacher and each of the four students. The caring relationship was both based on respect and established an environment wherein both the teacher and the student felt “at ease and free to be themselves” (p. 88). Thus, Kissau and Salas (2013) concluded that male high school students “were most motivated [in studying a second language] by the strong relationship [the males] had developed with their teacher” (p. 108).

Ollis (2014) examined use of a respectful relationships (RR) project with Australian students in Grades 8 and 9. The program was developed to prevent gender-based violence (GBV). Delivered over a 10-week period, using a whole school approach in four high schools in Melbourne, surveys, focus groups, and written reflections were
used to determine how to teach GBV prevention. According to Ollis, in order to effectively present the GBV prevention content, “it was clear that the teachers had [to develop] positive relationships with the students” (p. 711). Ollis also noted that, in order to learn the content, students needed a supportive and an inclusive environment wherein they could both engage and develop empathy via discussions, comparisons, and reflections.

Specifically, these research studies on respect in high school classrooms were conducted in various places (Canada; Malaysia; United States of America), in regard to particular subjects (English; Algebra; Mathematics; French; GBV Prevention), and strongly emphasized the interpersonal behavior (relationships) between teachers and students. Ellis (1997) established a theory of teacher respect and identified four dimensions of respect. Dekker (2002) found teachers and students agree on four ways of expressing respect. Webster (2003) found eight elements that define respect. Barone (2004) found four implicit values, of which respect was one. Adedoyin (2010) found eight factors of student perceptions of teacher interpersonal behavior in the classroom. Kirby and Gardner (2010), who worked in partnership with students as participant-researchers, found students desired: (a) respect, (b) belonging, and (c) partnership; students valued teachers who: (a) listened, (b) cared, (c) possessed a good sense of humor, and (d) respected students; students highlighted: (a) positive interactions, (b) hearing both perspectives, and (c) the right to respectfully disagree or challenge; students needed support personnel who: (a) listened, (b) understood, and (c) helped. Taken together, these findings indicate students need to feel respected by teachers (Kirby & Gardner, 2010).
In sum, teacher behaviors have a profound effect on students. For instance, the interpersonal behavior of teachers affects student achievement (Adedoyin, 2010). Teachers and students agree education needs to shift to “a more democratic negotiation of classroom interaction based on relationships of trust and respect” (Charles, 2012, pp. 13-14). Students are academically motivated by strong, positive relationships with teachers (Kissau and Salas, 2013). Students need a supportive, inclusive environment (such as positive relationships with teachers) in order to develop empathy for other students (Ollis, 2014). Positive teacher interactional behavior was emphasized via consideration of: a teacher’s actions, a teacher’s character traits, a teacher’s moral influence and the definition of a teacher’s respect toward a student.

**Cultural perspective of respect.** Earlier, I used the four areas of social constructivist learning (Couros, 2003) to frame the discussions of art and education. For the third of the four areas, community, first I highlighted the idea that social, historical, and cultural conditions influence the meaning persons give to art, which persons express via culturally agreed upon signs (on p. 5). Second, I highlighted both how each adolescent student has a need to belong to a classroom community, and how the teacher is instrumental in creating such a community (culture). At the same time, teachers and students cannot escape the socialization effected by each person’s cultural background (while in participating in a classroom community), because of a strong tendency to “judge others from their own culture’s perspective” (Cushner & Brislin, 1986/1996, p. 5) is strong. Thus, I shifted the focus of the third area of social constructivist learning from community toward culture.
According to Shwalb and Shwalb (2006), “most recent research on [respect] has emphasized a sociocultural viewpoint” (p. 4), which is appropriate because “psychological behavior, thought, and emotion in every society and subculture are affected by cultural influences” (p. 5). Respect is “the belief that enables one to value other people…[and] respect is…crucial to positive human relations” (Shwalb & Shwalb, 2006, p. 2). Respect is also one of the “fundamentally important aspects of the experiences of…adolescents” (Shwalb & Shwalb, 2006, p. 3). In focusing on both interpersonal respect and prosocial behavior, Shwalb and Shwalb (2006) asserted that not only does respect have an affective component, but also “respect…mean[s] something different [now] than [respect] did in the past” (p. 6). In classrooms, if it is true that respect has a different meaning now than respect had in the past, then a teacher (or a student) may not know what respect means to a student (or a teacher).

Li (2006) specified respect as a “social attitudinal construct…[which] also involves affect” (p. 82). Li pointed out: what respect entails, how respect functions, and how respect emerges in youth. In discussing behavioral norms for expressing respect, Li pointed to two types of persons as targets of respect: authority figures and peers. Li (2006) cited the behavioral norms for expressing respect to an authority figure as “receptivity (attentiveness, listening, not talking back, and following), yielding, politeness, obedience, and compliance” (p. 82), and the behavioral norms for expressing respect to a peer as “sharing, turn-taking, self-control, following rules, and not hurting others” (p. 82). When applied to teachers, the behavioral norms Li cited inform a teacher how to treat persons in authority over the teacher (i.e., Principal) and how to treat peer teachers, but did not inform teachers how to treat students (unless the student
is a peer). What are the behavioral norms for teachers in effectively respecting students in the classroom?

According to Li (2006) “two kinds of respect may be found across cultures: ought-respect and affect-respect, both extended to another person” (p. 85, *italics in original*). Ought-respect is universal and “refers to the kind of respect everyone deserves based on political, moral, and legal considerations in a society” (Li, 2006, p. 85). Affect-respect is context-specific and, as Li (2006) noted, is:

 Mostly an emotion…that is generated in a specific social context or relationship…[and] arises when one recognizes the good qualities of another, such as moral, intellectual, athletic, artistic, and other personal qualities and achievement that the self desires, is in the process of acquiring, or already possesses to some degree. (p. 86)

Thus, affect-respect recognizes qualities in another person that the self desires to acquire, and may already be actively acquiring. According to Li (2006), “ought-respect and affect-respect may coexist” (p. 87). If it is true that a person might attach emotion to universal ought-respect, then ought-respect and affect-respect may have a similar relationship as is seen in respect-due and respect-earned (Goodman, 2009). Due to the fact that Li’s two types of respect generalize across cultural groups, the constructs apply to the intercultural teacher-student relationship in the classroom, which is evidence in support of my choice to the shift the focus from community and to culture for the third area of social constructivist learning (Couros, 2003).

**Expiated experiation.** Dewey (1938/1997) defined a personal experience which resulted in positive growth for the student as *educative*. Here, I extend Dewey’s idea to define a social interaction that results in positive social growth for the student as *maturative*. Maturative interactions together with educative experiences, provide the
opportunity for balanced development of the student, as a person and as a learner, in the classroom. Dewey (1938/1997) described “the true learning situation…[as] longitudinal and lateral …[as] historical and social…[and as] orderly and dynamic” (pp. 10-11). The contrast between Dewey’s use of longitudinal, social, and dynamic and Dewey’s use of lateral, historical, and orderly, brought to mind a graph (Quadrant I). On such a graph, the maturative social interactions (i) are represented along the y-axis and educative personal experiences (e) are represented by the x-axis. The resultant plot (x, y) yields a construct not previously named, which is: expiated experiaction or the ratio of maturative social interaction (i) to educative personal experience (e). Here, the word expiated is used in the sense “to make good on” (Merriam-Webster, 2005). Therefore, to expiate (verb) experiaction (noun) is to live up to the potential of one’s years of educative personal experiences as modified by one’s years of maturative social interactions.

Dewey (1938/1997) connected the principle of the continuity of experience with the principle of the continuity of interaction when Dewey noted that (1) experience is the medium of education, (2) experience is social, and (3) the “development of experience comes about through interaction” (p. 58). As defined here, maturative social interactions transact with educative personal experiences in learning situations to become expiated experiaction as represented by a line of transaction on an x-y graph. Over a lifetime, continual positive transacting results in a person who has become an expert in experience (master or maestro) who has also become a mediator of interaction (intermediary), or a maestromediary. Expiated experiaction, is a unit-less index, because both i and e are expressed in years. For the slope of a line of transaction, \( \frac{\Delta i}{\Delta e} \) (rate of
change), plotted on a graph: (a) values greater than one indicate social maturity outstrips personal experience, (b) values less than one indicate personal experience outstrips social maturity, and (c) a value of “1” indicates commensurate progress in each. The relationship between Dewey’s (1938/1997) two principles of continuity, represented by the line of transaction, illustrates the continual transacting of educative personal experiences with maturative social interactions (expiated experiaction).
CHAPTER II

RESEARCH PROCESS

Student Acts Back

Teacher: ACTS,
    Moves,
    Sways.
One can interpret her many ways.

Student: Watches,
    Learns,
    Appears to discern.
He thinks he knows what she says.

But He: Watches from a different view,
    Hears dissonant sounds,
    Feels a scream,
    Wants to rebound.

Later He: ACTS BACK,
    Acts as he is known,
    By his own.
She: Is taken-aback,
Has no context for the way he reacts.\(^6\)

She: False-starts.
Then she thinks...
....to seek his heart.
She talks, he hears.
He cares, she reveres.
Respect for him, compassion for her
Now they: Turn in a same world.

\(^6\) Inspired by Cushner & Brislin’s (1986/1996) idea culture provides context for behavior.
Research serves different functions for different persons; such functions are unique for a researcher, a study participant, and a reader (Stake, 1995). Stake also pointed out, “the intention of research is to inform, to sophisticate…to socialize, and to liberate” (1995, pp. 91-92). The research purposes of this study were to understand the student better, to clarify the student’s meaning making process in regard to teacher-to-student respect in the classroom, and to inform (describe to) the teacher which teacher actions a student reckoned as respect. In this way, this research was intended to serve the teacher and to serve the student by offering an opportunity “to inform, to sophisticate…to socialize, and to liberate” persons in the classroom (Stake, 1995, pp. 91-92).

As a researcher, I played various roles during the research: “teacher, participant observer, interviewer, reader, storyteller, advocate, artist, counselor, evaluator, consultant” (Stake, 1995, p. 91). According to Stake (1995), when I entered the setting as a researcher, I had to set aside personal presumptions in order to experience the seven participants’ stories from each participant’s point of view. To capture that view, I defined the case (a bounded system) as an 10th or 11th grade chemistry student who served as a participant in a public, urban STEM-focused high school during the spring semester of a particular academic year.

**Multiple Case Study**

Stake (1995) defined a case as “the object studied in case study” (p. 169), while Merriam (1988) clarified the case or “the unit of analysis…can be an individual, a program, an institution, a group, an event, a concept” (p. 44). In this study, one student was one case, because an individual student’s reckoning of teacher actions as teacher-to-
student respect was the viewpoint I sought. Merriam (1988) validated the choice of a student as a case when Merriam noted “case study c[an] be a holistic, intensive, rich description and analysis of an individual student’s experience… [which] constitutes a bounded system” (p. 45, italics in original). Creswell (2007) noted that a case was “bounded by time and place” (p. 244). As mentioned, this study was conducted in a public, urban STEM-focused high school during the spring semester of a particular academic year with seven high school chemistry students.

According to Yin (2003), “case studies are the preferred strategy when: (a) ‘how’ or ‘why’ questions are being posed, (b) when the [researcher] has little control over events, and (c) when the focus is on a contemporary phenomenon within some real-life context” (p. 1); such case studies are explanatory in nature. This study met Yin’s three conditions in that: (1) as the researcher, I sought the how or the why students make meaning of teacher-to-student respect in the classroom; (2) as the researcher, I had no control over either the teacher and the individual students or the behaviors exhibited in the classroom; and (3) as the researcher, I explored teacher-to-student respect in a chemistry classroom. Also, this was a multiple-case study in which seven students participated as cases. The seven students who served as cases were purposefully selected from amongst the students in one section of chemistry; that chemistry section (Section 2) was also purposefully selected out of the three sections of chemistry the classroom teacher taught.

Context

Dewey (1934/2005) pointed out, “life goes on in an environment; not merely in it but because of it, through interaction with it” (p. 12, italics in original), which means an
environment both houses and causes an interaction. In a classroom, a student is immersed in two environments the teacher creates, which are the \textit{classroom environment} (personal experience, $e$), and the \textit{teacher-student relationship} (social interaction, $i$). Although a teacher sets the initial conditions for both environments (Dewey, 1938/1997), a student uses socially familiar ways to modify those environments (Eisner, 2002). This interaction takes the form of an ongoing, recursive, give-and-take transaction that is the expression of respect between two persons.

A successful relational exchange, aesthetic in nature, is demonstrated when “action, feeling and meaning are one” (Dewey, 1934/2005, p. 15). Such an interpersonal transaction is primarily achieved via verbal actions (language) and nonverbal actions (gestures). Together, the physical learning environment (classroom setting plus instruction), which provides personal experience ($e$), and the emotional environment (teacher-student relationship), which provides social interaction ($i$), recursively transact to effectuate respect between persons. This classroom transaction of expiated experiaction ($i$ modifying $e$) functions as the \textit{environment} for respect, while the teacher-student relationship (social interaction, $i$) functions as the \textit{medium} of respect; both environment and medium function as the \textit{context} for classroom respect wherein \textit{the maturative enables the educative} (Dewey, 1938/1997).

**Consideration of Ethics.** Prior to commencing research, I complied with the review process and obtained an \textit{IRB Approval Letter} (Appendix A). This was an element of ethics that provided informed consent to participants and parents/guardians. I protected the confidentiality of the seven participants’ identities by securing the date and by limiting access to the data. I was forthright as to what data was sought and why.
Each of the seven participants approved a pseudonym for use in the study to prevent data from being linked back to a particular participant.

**Setting.** This research was conducted in a mid-western state of the United States of America with a population of more than 11 million residents (United States Census Bureau [USCB], 2016). The state’s Department of Education used a school district typology, developed in 2013 and based (in part) on the 2010 U.S. Census, to classify school districts into one of eight typologies ([State] Department of Education, 2016). The school district this research was conducted in was typed as: 8 - Major Urban - very high student poverty and very large student population ([State] Department of Education, 2016). The city the school district served was home to a population of nearly 200,000 people (Suburban Statistics [SS], 2016).

The city’s school district was one of the five largest in the state and had an enrollment of approximately 22,000 students ([District] Public Schools, 2016). The district had seven high schools, one of which was Cook High School, a STEM-focused high school ([District] Public Schools, 2016). Cook High School was operated in partnership with several local entities: a university, a local not-for-profit, the city, the local chamber of commerce, a local forum, and the high school itself ([District] Public Schools, 2016). The mission, loosely interpreted and reworded, of this major urban school district was: use student-focused collaboration in a safe, affirming environment to ensure each student achieves that student’s fullest potential for living and excelling in the global economy ([District] Public Schools, 2016).

Cook High School was located in a building owned by the local university that was part of the aforementioned consortium. This STEM-focused high school’s school
vision, loosely interpreted and reworded, was: establish an environment enhancing educative STEM experiences which promotes creativity, inventive thinking, critical thinking, leadership, problem-solving, wellness, and citizenship ([District] Public Schools, 2016). There was no selective admission process for Cook High School. Instead, eighth grade students enrolled in the middle school, which focused on STEM education, in the district were offered a spot at Cook High School. Students in the district applied in the fall of the fourth grade year for admission into the STEM middle school for fifth grade; admission was determined by a lottery. Beginning in the sophomore year, Cook High School offered a chemistry course to students.

Cook High School was housed in a building that was previously home to a high school with a much larger student body. Consequently, many of the architectural features of the building, such as the door-less entryways to the restrooms, were more expansive than necessary for the relatively small student body of approximately 320 students. Also, the halls of the school were: (a) remarkably quiet, (b) never flooded with students, and (c) void of many of the ordinarily ambient sounds, such as a bell to convene and to dismiss class periods. The lack of such a bell was respectful of persons, because it: (a) kept the teacher and the student in charge of arrivals and dismissals, (b) staggered the flux of students in the hallways, and (c) communicated a sense of unity.

The chemistry classroom was at the end of the hallway on the third floor where a set of double doors opened to both a landing at the top of a set of stairs and another set of double doors. The second set of doors opened into a cavernous classroom. The ceiling was not only high, but the room was also long; the width of the room was approximately half of the length. The large room was brightly lit. Also, the room,
having been designed as a choir room, had good acoustics. The enormous space was divided in thirds according to use: (1) the first third had a carpeted floor space on the left, which was home to two hexagonal tables; (2) the middle third held flat-topped science tables with chairs and the teacher’s desk and tables; while (3) the far third was the lab space. Chairs and stools were scattered wherever last used, and were moved wherever needed, whenever needed. Students did not always sit in chairs or on stools at tables; sometimes students sat or laid on the carpeted portion of the floor.

**Instruction.** Understandings common amongst persons in the STEM community, such as administrators, faculty, staff, parents, and students, supported the operation of the community. In particular, some understandings centered on specialized names used to refer to the students, the teachers, the classrooms, and the principal (purposely not listed due to privacy concerns). In classrooms, students and teachers cooperated to give each student an opportunity for mastery of content. When mastery was jeopardized, teachers offered mastery camp after school. Impact, biweekly on Wednesday mornings, was used for academic intervention; teachers scheduled students for attendance when a need was perceived. Advisory, also held periodically, was an opportunity for teachers to provide guidance. Such terms depicted a learning process that was quasi-democratic in nature.

Coursework was presented as 38 discrete units. For each unit of study, the classroom teacher supplied: (1) a study packet, (2) allowed class time for students to work the packet and get assistance, and (3) assessed mastery with a quiz. The course was self-paced, no homework was assigned, and each student used class time as that student saw fit. The educational goal was content mastery on each unit; if the student
demonstrated mastery on the unit evaluation, the packet for the next unit was made available; if not, then the student re-studied and mastery was re-evaluated (not an infinite loop).

During class time, students used district-supplied laptops and personal cell phones, often with ear buds or headphones. Some students listened to music, others gamed; at least twice, students took phone calls. Many students learned chemistry. The classroom teacher, seated at the front of the room facing the students, rarely rose from her seated position, therefore those students who chose not to study, sometimes perceived their lack of study as undetected by the teacher. However, when the teacher ultimately enforced a time constraint for a unit of study, a student who worked too slowly eventually experienced the frustration and the stress of not having mastered content by the deadline. Sometimes, the students who failed to master the content could be heard blaming the teacher for the lack of progress, while the teacher could be heard continuing to teach. In having allowed each student the freedom to fail, the teacher facilitated opportunities for students to learn to take responsibility for learning as well as for students to master a priori district-identified content.

As a researcher, I desired to conduct this research in a STEM-focused high school because of my background as: (1) a chemical engineer, (2) a high school science teacher, and (3) a doctoral student in secondary education with an emphasis in science. I felt the STEM choice was appropriate because of my: (a) content knowledge, (b) content pedagogical knowledge, (c) familiarity with laboratories, and (d) shared interests with STEM learners. I have: (1) an aptitude, (2) an efficacy, and (3) a passion for STEM-related topics. During this study, I reaped the benefits of a STEM placement when I
found I could focus more fully on teacher-student interactions in the chemistry classroom than I could on the interactions in the government, language arts, math, and physical education classrooms. I credited this ability to my familiarity the struggles students face in mastering chemistry content (item b above). I found another benefit of this placement when, at the beginning of each interview, each of the seven participants appeared to recognize in me, as both a chemical engineer and a science teacher, a fellow STEM learner; this recognition enhanced the conversational tone of the interviews. Also, in affording me the opportunity to work with science students, this placement provided an optimal opportunity to answer the research question.

**Relationship.** The teacher-student relationship is the medium for the expression of respect between the teacher and the student. This medium, together with the environment (classroom transaction) for respect, functions as the context for respect. When positive, the teacher-student relationship provides maturative social interaction (social environment) that modifies the educative experience of the academic classroom (physical learning environment). The classroom transaction (the environment of respect) is the recursive, ongoing act of social interaction *making good on* personal experience (expiated experiation) and *making explicit* the fact that learning is always constructed socially (Dewey, 1938/1997). Within the teacher-student relationship, *either* the teacher *or* the student can expertly mediate a learning experience via interactional negotiation with the other.

**Participants**

The chemistry teacher, educated initially as a chemist and later as a teacher, was in her late fifties. Prior to teaching at Cook High School, she taught at a STEM-focused
middle school; prior to the middle school, she taught at an early college high school. As a person, she was approachable; as a teacher, she knew her student(s). The chemistry (classroom) teacher recognized the challenges her students faced and coached her students to surmount those challenges. Above all, she succeeded in prompting students to engage cognitively.

The classroom teacher encouraged participation in the study by offering 10 extra credit points (1 quiz worth). As the researcher, I encouraged participation by donating king-sized candy bars. To protect confidentiality, I instructed the participants to refrain from writing their names on the documents (two surveys and one form) used to collect data. I also asked participants to volunteer for more in-depth participation by checking (3) a box in the upper right hand corner of the first survey: The Student Point of View. When participants turned in the first survey, I noted the participant’s name, if the box was checked.

I then purposefully chose (criteria below) one section out of the three chemistry sections with which to conduct the study. After choosing the section, I then purposefully chose (criteria below) seven participants for participation. The seven participants were chosen in this manner because qualitative research “typically focuses on a relatively small number of…cases…selected purposefully to permit inquiry into and understanding of a phenomenon in-depth” (Patton, 1980/2002, p. 46, italics in original).

Section 2 was chosen because: (a) 24 of 28 of the students began the study as participants, (b) 24 of those 24 participants completed the first survey, (c) 6 of the 11 volunteers for second level participation were in the section, (d) a student needed to round out selection criteria number four (below) was in the section, and (e) the
participants in the section gave it an intangibly cheerful, enthusiastic, and cooperative feel. With the teacher’s assistance, I chose seven cases most likely to provide rich information according to four selection criteria: (1) students who volunteer, (2) a variation of gender and ethnicity amongst the participants, as shown in Table 2, (3) both the instructional leader's and the chemistry teacher’s approval for more in-depth participation, and (4) a variation amongst the participants in degree of respect from/for the classroom teacher. To recruit the cases, I went to each volunteer and welcomed each into the study. Together, the classroom teacher and I invited the sixth participant to join the study (to satisfy criteria four above) and then, on Monday of Week 3, a seventh

Table 2. Participants’ demographic information

<table>
<thead>
<tr>
<th>Participant</th>
<th>Gender</th>
<th>Ethnicity</th>
<th>Grade</th>
<th>Age (Years)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Neill</td>
<td>Male</td>
<td>African-American, non-Hispanic</td>
<td>11th</td>
<td>16</td>
</tr>
<tr>
<td>Quincy</td>
<td>Male</td>
<td>African-American, non-Hispanic</td>
<td>10th</td>
<td>16</td>
</tr>
<tr>
<td>Chester</td>
<td>Male</td>
<td>White, non-Hispanic</td>
<td>10th</td>
<td>16</td>
</tr>
<tr>
<td>Terry</td>
<td>Male</td>
<td>White&lt;sup&gt;a&lt;/sup&gt;</td>
<td>11th</td>
<td>16</td>
</tr>
<tr>
<td>Shawna</td>
<td>Female</td>
<td>African-American; Multiracial&lt;sup&gt;b&lt;/sup&gt;; White, non-Hispanic</td>
<td>10th</td>
<td>15</td>
</tr>
<tr>
<td>Jarrett</td>
<td>Male</td>
<td>African-American</td>
<td>10th</td>
<td>16</td>
</tr>
<tr>
<td>Joann</td>
<td>Female</td>
<td>White&lt;sup&gt;a&lt;/sup&gt;</td>
<td>10th</td>
<td>15</td>
</tr>
</tbody>
</table>

<sup>Note</sup>: <sup>a</sup> = Student circled part of an option for Ethnicity (i.e. “White” instead of “White, non-Hispanic”); <sup>b</sup> = Student circled more than one option for Ethnicity.
volunteer eagerly stepped forward, upon returning from an absence. Once the seven cases had been chosen, I double-checked that at least one participant that was “other than” or “least like” myself had been included. Although only three cases were specified in the research proposal, I began the study with seven participants, because I needed at least three diverse participants to stick with the study throughout the entire 5 weeks, and also because I did not want to turn down a volunteer in case doing so caused a less positive environment for the study. By the end of the 5 weeks, all seven participants had completed the study, and I had only missed one non-chemistry classroom observation for one participant (Joann).

**Data Collection**

The methods of inquiry were: (1) making observations, (2) reviewing documents (two surveys and one form), and (3) conducting interviews (Stake, 1995). One survey was given at the beginning of the study, the form was optional (available during the middle 2 weeks of the study), and the second survey was administered at the end of the study (described below). This five-week study was “‘progressively focused’” (Stake, 1995, p. 133, emphasis added) in that “the organizing concepts change[d] somewhat as the study move[d] along” (p. 133).

In this section the setting, the seven participants, the observations, the documents (two surveys and one form), the interviews with follow-ups, the timeline, the plan for analysis and the trustworthiness of the study are described. The setting was a public, urban STEM-focused high school in a large school district in a mid-western state of the United States of America. The participants were secondary science (chemistry) students in 10th or 11th grade. The observation protocol was designed to capture incidents
between the classroom teacher and an individual student. The three documents (two surveys and one form) were entitled: *The Student Point of View* survey (Appendix B), the *Respect-shown Form* (Appendix C), and the *Two Types of Respect* survey (Appendix D). The interview protocol was designed to develop a conversational tone between the interviewee and myself, as the researcher. The timeline was laid out for how the study was conducted over the course of five weeks. The plan for analysis was based on the theoretical and conceptual frameworks already presented regarding conflict resolution I-statements (Conflict Resolution Network, 2015), *incidents critical to respect* in the classroom (adapted from Cushner & Brislin, 1986/1996), and the concepts of respect-due and respect-earned (Goodman, 2009). The trustworthiness of the study was evidenced by how the results were representative of real world occurrences (Wolcott, 2005) and by how the results were applicable to other situations (Eisner, 1998).

**Observations.** Classroom observations of seven secondary science students took place in the natural setting of the chemistry classroom of a particular teacher in a local, public, urban STEM-focused high school, called *Terrence Hudson Cook High School* (pseudonym), which I will refer to as “Cook High School.” During the observations I: (a) recognized my subjectivity, (b) relied on prior knowledge of secondary chemistry students, (c) filtered observations through personal values, and (d) offered transparency on the impact of my views on the study (Stake, 1995). In short, I recognized it was impossible to adopt a view separate from my singular vantage point in making observations.

The focus of the observational protocol was on conversational exchanges between the classroom teacher and individual participants (cases). Initially the
observation protocol was a two-column (pages creased lengthwise) graph paper notebook, wherein interactions were recorded in the left-hand column and my comments, thoughts, questions and codes, as a researcher, were recorded in the right-hand column. As my proficiency at recording increased, I improved the protocol, and recorded teacher actions on the left side of each page, participant actions on the right side of each page, and my comments between the two notations. During the time that I focused on the classroom teacher’s interactions with the participants, I improved the protocol to taking typewritten notes on teacher interactions with the seven participants on a laptop computer; I used a four-column table in a word document. In addition to the classroom observations of the chemistry students with the chemistry teacher, the research proposal called for each participant (case) to be observed during two school days (reduced to two class periods) with other teachers. The purpose of the additional observations was to provide myself an opportunity to note if any of the seven participants behaved differently for different teachers; none did.

**Documents: Two surveys and one form.** Due to the lack of appropriate documents in the literature, I chose *researcher-generated* documents (two surveys and one form), which Merriam (2009) described as documents generated “to learn more about the situation, person or event being investigated” (p. 149). Since, according to Merriam (2009), “the data found in documents can…furnish descriptive information, verify emerging hypotheses, [and] advance new categories and hypotheses” (p. 155), the use of such documents was consistent with the purposes of this research: to understand, to clarify, and to inform (describe to). For this study, I developed documents (two surveys and one form) based on literature regarding: (a) critical incidents developed by
Cushner and Brislin (1986/1996), (b) conflict resolution, and (c) ways teachers respect students in the classroom.

The documents were: (1) *The Student Point of View* survey, (2) the *Respect-shown Form*, and (3) the *Two Types of Respect* survey. Cushner and Brislin (1986/1996) used six steps to develop critical incidents, which were vignettes of situations wherein persons from different cultures experienced failed interactions. Cushner and Brislin’s six steps were: (1) identify issues, (2) generate episodes, (3) construct stories, (4) evoke responses, (5) select responses to use, and (6) compile completed incidents. I used the same six steps to develop incidents critical to respect. To begin with, I sought positive instances of teacher-to-student respect in the classroom, but during the study, participants submitted negative instances as well. The incidents critical to respect were formatted as appropriately assertive conflict resolution I-statements (Conflict Resolution Network, 2015). Table 3 lists the names of the researcher-generated documents (two surveys and one form) and the protocols used with the cases for each step.

*The student point of view survey.* The first of the two surveys was *The Student Point of View* survey, which used the appropriate assertiveness I-statement prompt adapted from the Conflict Resolution Network: “*When my teacher....it made me think and/or feel...so in the future I would prefer...*” to which I added a prompt: “*Dear Teacher, what this experience meant to me was...*” to collect incidents critical to respect in the classroom. On the back of the survey, participants shared phrases (item stems) on a bullet-point list in answer to the prompt: “*I feel respected when my teacher....*” Use of this first survey, *The Student Point of View*, initiated the first three of Cushner and
Brislin’s (1986/1996) six steps: (1) identify issues, (2) generate episodes, and (3) construct stories.

Table 3. Cushner and Brislin’s guidelines

<table>
<thead>
<tr>
<th>Step</th>
<th>Guideline</th>
<th>Data Collection Method used to Construct Incidents Critical to Respect</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Identify Issues</td>
<td>Documents:</td>
</tr>
<tr>
<td></td>
<td></td>
<td><em>The Student Point Of View survey</em></td>
</tr>
<tr>
<td></td>
<td></td>
<td><em>Respect-shown Form</em></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Observations:</td>
</tr>
<tr>
<td></td>
<td></td>
<td><em>Observation Protocol</em></td>
</tr>
<tr>
<td>2</td>
<td>Generate Episodes</td>
<td>Documents:</td>
</tr>
<tr>
<td></td>
<td></td>
<td><em>The Student Point Of View survey</em></td>
</tr>
<tr>
<td></td>
<td></td>
<td><em>Respect-shown Form</em></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Observations:</td>
</tr>
<tr>
<td></td>
<td></td>
<td><em>Observation Protocol</em></td>
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<tr>
<td></td>
<td></td>
<td>Interviews:</td>
</tr>
<tr>
<td></td>
<td></td>
<td><em>Interview Protocol</em></td>
</tr>
<tr>
<td>3</td>
<td>Construct Stories</td>
<td>Documents:</td>
</tr>
<tr>
<td></td>
<td></td>
<td><em>The Student Point Of View survey</em></td>
</tr>
<tr>
<td></td>
<td></td>
<td><em>Respect-shown Form</em></td>
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<tr>
<td></td>
<td></td>
<td>Observations:</td>
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<td><em>Observation Protocol</em></td>
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<tr>
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<td><em>Interview Protocol</em></td>
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<td>4</td>
<td>Evoke Responses</td>
<td>Document:</td>
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<td><em>Two Types of Respect survey</em></td>
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<tr>
<td>5</td>
<td>Select Responses</td>
<td>Document:</td>
</tr>
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<td></td>
<td></td>
<td><em>Two Types of Respect survey</em></td>
</tr>
<tr>
<td>6</td>
<td>Compile Incidents</td>
<td>Document:</td>
</tr>
<tr>
<td></td>
<td></td>
<td><em>Two Types of Respect survey</em></td>
</tr>
</tbody>
</table>

*Note: Italic = Name of protocol, survey, form or tool.*

55
To make the selections, I asked the first four of the seven participants (Neill, Quincy, Chester, and Terry) to provide feedback on which incidents portrayed teacher actions of respect. The participants were not in agreement as to which incidents involved actions of respect. While such feedback did not make understanding the meaning making process any easier, the feedback confirmed that different students reckoned respect differently. Two of the four participants gave feedback that should be mentioned. First, Chester commented that the most diverse set of incidents critical to respect should be sought, and then, second, Terry stopped reading abruptly and stated emphatically that negative incidents were needed as well. Therefore three incidents that appeared to represent not respect were included on the second survey, Two Types of Respect.

The phrases participants submitted on the bullet point list on The Student Point of View survey were groomed to serve as item stems that were: (1) stated as actions, (2) begun with a verb, (3) stated in the first person, (4) eliminated if the phrase employed the word, “respect,” (5) edited if the phrase used a contraction, and (6) separated onto a positively phrased list and a negatively phrased list. Throughout the grooming process, I sought to retain as much of the original language of each phrase as was feasible. I listed both the item stems and early versions of the composite definitions of the categories (not labeled) on the one-page, seven-column word document referred to as the Preliminary Table (Appendix E).

During the interviews, the seven participants were given a copy of that Preliminary Table and were invited to circle the phrases that represented teacher actions of respect to that participant. After each participant had circled as many or as few
phrases as desired, the participant was then instructed to read the definitions at the bottom of each column (which were not labeled). The participant was then asked to draw an arrow across the page from an item to a different definition for any teacher action of respect phrases the participant thought should be relocated.

After all seven participants had given feedback on the Preliminary Table, I: (1) eliminated phrases not chosen by at least one participant, (2) relocated phrases to other columns as indicated by the participants, (3) smoothed the wording of the composite definitions, (4) moved the composite definitions to the top of each column, and (5) labeled each column with the verb for one of the seven categories of teacher actions of respect (Listens, Understands, Helps, Answers, Gives, Lets, and Treats). This resulted in a table that served as a template, and was then customized to each participant’s teacher actions of respect choices to make that participant’s RespectPrint (p. xxxi), which depicted the teacher actions that participant reckoned as respect.

**Respect-shown form.** The second researcher-generated document was a form called the Respect-shown Form, which was used to focus on positive teacher actions of respect. This form was intended as the opposite of a detention form filled out by a teacher to address a negative student behavior. As such, the Respect-shown Form was an optional form a participant chose to fill out to affirm a teacher action of respect toward that participant. The form offered the participant an opportunity to internalize the event, and to then mediate the meaning that participant made of that teacher action for the teacher. The form allowed the participant to flip the relational dynamic to a student-centered, positive exchange. To reflect this positive nature, the Respect-shown Forms were photocopied onto green card stock.
**Two types of respect survey.** The third document was the *Two Types of Respect* survey on which the student-generated phrases (item stems) from the bullet point list portion of *The Student Point of View survey* were used under the heading “Teacher Actions.” The participants sorted the item stems either by checking the box in the left-hand column for *respect-due* or by checking the box in the right-hand column for *respect-earned.* Participant responses on the second survey, *Two Types of Respect,* allowed the researcher to complete the final three guideline steps: (4) evoke responses, (5) select responses for use, and (6) compile completed incidents (Cushner & Brislin, 1986/1996).

**Interviews.** As the interviewer, I used the *Interview Protocol* (Appendix F) to understand special vocabulary, shared meaning, and taken-for-granted assumptions amongst the participants (Rubin & Rubin, 1995). During the semi-structured interviews, I was mindful of my own “personality, moods, interests, experiences, and biases” (Rubin & Rubin, 1995, p. 12) in using my “empathy, sensitivity, humor, and sincerity” (p. 12) to form “a relationship with [each] interviewee” (p. 12) and in seeking each interviewee’s point-of-view. As suggested by Rubin and Rubin (1995), I employed the mantra, “to hear the data, know yourself” (p. 12).

I encouraged the seven participants to provide thorough and honest feedback during the interviews and used the interview protocol to obtain: (1) participant feedback on the *incidents critical to respect* collected on *The Student Point of View survey,* (2) order of escalation and definitions of the terms *raising their voice,* *yelling,* and *screaming,* (3) teacher actions each of the seven participant reckoned as respect, (4) confirmation of the category placement of each teacher action of respect, and (5)
Chester’s sort of teacher actions of respect on Chester’s *RespectPrint* into categories of Chester’s own making. During the interviews, each of the seven participants was asked to name teacher actions of respect and to explain the meaning that participant made of the teacher actions of respect named. I sought positive examples of teacher-to-student respect, but the seven participants shared negative examples as well, and some of the seven participants argued teachers needed to know which teacher actions were *not* respect. Consequently, I decided it would be incongruous to ask participants for feedback on actions of respect and then fail to respect that feedback by not respecting the opinions of the seven participants who supplied it.

**Timeline**

This study was conducted between Monday, April 4, 2016 and Friday, May 6, 2016 (5 weeks). Prior to the study, I: (a) planned the study timeline with the classroom teacher, (b) obtained a signed Teacher Consent Letter, and (c) delivered the district approval letter to the Principal. During planning with the chemistry teacher, the teacher named several students who might serve as cases for the study; some of the students she recommended later become participants. Table 4 shows how the seven participants were involved in the observations, documents (two surveys and one form), and interviews each week of the 5-week study. The seven cases were chosen at the end of Week 2. Observations during Weeks 3 and 4 were arranged with the participants and with other classroom teachers (signed Teacher Consent Letters on file) in government, language arts, math, and physical education.
Table 4. Research timeline: Seven cases chosen end of week 2

<table>
<thead>
<tr>
<th>Method</th>
<th>Week 1</th>
<th>Week 2</th>
<th>Week 3</th>
<th>Week 4</th>
<th>Week 5</th>
</tr>
</thead>
<tbody>
<tr>
<td>Observations:</td>
<td>SPs</td>
<td>SPs</td>
<td>7 Participants</td>
<td>7 Participants</td>
<td>7 Participants</td>
</tr>
<tr>
<td>(n = 45)</td>
<td>(n = 52)</td>
<td>(n = 2)</td>
<td>(n = 6)</td>
<td>(n = 7)</td>
<td></td>
</tr>
<tr>
<td>Documents:</td>
<td>--</td>
<td>--</td>
<td>Respect-shown Form (n = 2)</td>
<td>Respect-shown Form (n = 1)</td>
<td>Two Types of Respect Survey (n = 7)</td>
</tr>
<tr>
<td>(two surveys and one form)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Interviews and Follow-ups:</td>
<td>--</td>
<td>--</td>
<td>7 Participants (n = 4)</td>
<td>7 Participants (n = 6)</td>
<td>--</td>
</tr>
</tbody>
</table>

*Note*: SP = Study participants (before selection of cases); Participants = the 7 cases; n = number of respondents; *Italics* = names of 2 surveys and 1 form.

**Week 1.** At the beginning of Week 1, 72 Student Assent Letters and 72 Parent/Guardian Consent Letters were given to the chemistry students. The return of 64 signed Student Assent letters yielded an 89% rate of return. The subsequent return of 52 signed Parent/Guardian Consent Letters yielded an 81% rate of return. Classroom observations centered on interactions between the classroom teacher and the participants; the number of study participants increased as both assent letters and consent letters were returned (n = 45 by Friday of Week 1; n = 52 by Wednesday of Week 2). Observations were made from a seat in the back of the classroom affording a clear view of the teacher. To develop speed and accuracy, I recorded as many teacher-student interactions as possible.
**Week 2.** The first survey, *The Student Point of View*, was administered on Wednesday; make-ups were accepted on Thursday and Friday. Fifty-one of the 52 study participants completed *The Student Point of View* survey; the seven surveys belonging to the seven participants who served as cases were identified at the end of Week 2. Classroom observations were made from a seat in the back of the classroom affording a clear view of the teacher (same as Week 1). To develop speed and accuracy, I recorded as many teacher-student interactions as possible (same as Week 1). I chose Section 2 as the section for further study and I welcomed six participants from Section 2 into the study on Friday.

**Week 3.** Quincy volunteered as the seventh participant and was welcomed into the study on Monday. I met briefly with six of the seven participants (Quincy joined; Jarrett was absent). During the meeting, I shared logistical information regarding the interviews and the follow-ups to the interviews, explained the intent of the optional *Respect-shown Forms*, and answered questions. At the classroom teacher’s suggestion, I made classroom observations (in chemistry) from the teacher’s desk (where my presence was less intrusive). I took typewritten notes on teacher interactions with the seven participants on a laptop computer using a four-column table in a word document.

Also, I obtained signed Teacher Consent letters from four other classroom teachers (government, language arts, math, and physical education). I completed three observations of participants (Terry, Neill, and Neill again) in classes other than chemistry (government and math). I conducted four interviews (Neill, Quincy, Chester and Terry) and one follow-up (Neill). During the interviews, I reminded the participants of the option to complete *Respect-shown Forms*. 
Week 4. At the classroom teacher’s suggestion, I made classroom observations (in chemistry) from the teacher’s desk, where my presence was less intrusive (same as Week 3). I took typewritten notes, primarily on teacher interactions with the seven participants, on a laptop computer using a four-column table in a word document (same as Week 3). I completed ten observations of participants (Chester, Shawna, Quincy, Jarrett, Terry again, Quincy again, Jarrett again, Chester again, Joann, and Shawna again) in classes other than chemistry. Due to adjustments of the school schedule I observed two participants simultaneously on four occasions and was unable to observe Joann a second time.

I conducted three interviews (Shawna, Jarrett, and Joann) and six follow-ups (Shawna, Chester, Quincy, Terry, Joann, and Jarrett). During the interviews, I reminded participants of the option to complete Respect-shown Forms (same as Week 3). During Chester’s follow-up, Chester constructed a chart (later termed a ChetsChart on pp. 66-67). The only document in use was the optional Respect-shown Form. During the follow-up to Shawna’s interview Shawna turned in two Respect-shown Forms; Shawna elected to use one of her forms to “disconfirm” a teacher action. During the follow-up to Joann’s interview Joann turned in three Respect-shown Forms.

Week 5. I made observations from a seat in the back of the classroom affording a clear view of the teacher (same as Weeks 1 and 2). I took observational notes in the form of hand-drawn notations on one copy of the RespectMatrix (Appendix G) per section per day. I administered the second survey, Two Types of Respect, on Wednesday. Also on Wednesday, Shawna turned in three more Respect-shown Forms; Shawna again elected to use one of her forms to “disconfirm” a teacher action (same as
Week 4). Six of the seven (all but Chester) participants sorted the teacher actions of respect from each participant’s *RespectPrint* (Appendix H; coined on p. 66) in order to make a *ChetsChart* (Appendix I).

**Data Analysis**

Data analysis was overlapping, continual, and simultaneous with data collection (Charmaz, 2006/2010). I coded the data in steps and repeatedly recoded the data. At times, coding was a confusing process, but my willingness to continually revisit and revise the codes (when needed) provided opportunities to question the meaning of the data. Concurrent analysis prompted modification of protocols; such modification promoted better understanding of teacher actions the study participants reckoned as respect. Coding was messy, not neat. Although begun in a linear fashion, coding did not proceed in a set way; I found coding, recursively recoding, as well as temporarily abandoning coding, to be helpful (Charmaz, 2006/2010).

This recursive coding process promoted the escalation of the abstractness of the data from codes to categories to themes (Charmaz, 2006/2010). I found such escalation helpful in that I kept rethinking meaning, but not helpful in that such increased abstraction of the data did not facilitate meeting the research purposes to understand, to clarify, and to inform (describe to). At least some of the information on teacher actions of respect needed to remain action-specific, both because the research question asked “*What actions…?*” and because I had argued specific information regarding which teacher actions a student reckons as respect (when available) is more appropriate than general information.
**Constant comparative method.** Glaser and Strauss’ (1967/2010) constant comparative method required data collection to reach a point of saturation, and was considered the method most commonly used to analyze the type of qualitative data collected in this study: data from observations, documents (two surveys and one form), and interviews. This method of analysis allowed the generation of codes first and then of categories of codes second. I used the first two of Glaser and Strauss’ (1967/2010) four stages: “(1) comparing incidents applicable to each category, [and] (2) integrating categories and their properties” (p. 105). As summarized by Charmaz (2006/2010), I: (1) analyzed data while still collecting data, (2) created both codes and categories of codes from that data, (3) compared data from the different stages of the study, and (4) wrote memos in order to sort categories. When I coded the incidents and kept comparing codes, the process enabled me to: (1) become familiar with the data, (2) stay grounded in the data, and (3) absorb the meaning of the data through hearing the data speak (Charmaz (2006/2010). For Glaser and Strauss’ (1967/2010) step 2 listed above, I continued to code, but changed the focus of the coding to the properties of the category that emerged, which facilitated comparisons of categories and allowed me to discern patterns indicative of themes.

**Tools.** This study led to the development of three tools: the *RespectPrint*, the *RespectMatrix*, and the *ChetsChart*. The tools were used to: (1) organize participant feedback, (2) gain additional feedback, and (3) aid analysis. Therefore, the tools served as analytical strategies. Due to the fact that neither the validity nor reliability of any of the tools was determined, the usefulness of these tools remains unexamined.
After the administration of the first survey, *The Student Point of View*, the phrases the participants submitted on the bullet point list in answer to the prompt “*I feel respected when my teacher...*” became item stems in a table in word document that was then used with the seven participants (cases) during the interviews, beginning with Quincy. At that time, the seven participants were invited to select the teacher actions that were respect, and were invited to move those teacher actions to the most appropriate column on the table. This document was called the Preliminary Table (on p. 56), and was a precursor to both the *RespectPrint* (described immediately below) and the *RespectMatrix* (below). Each participant later used their own *RespectPrint* to make a *ChetsChart* (below).

**RespectPrint.** Quincy was the first of the seven participants given the Preliminary Table; he was asked to circle the phrases he reckoned as teacher actions of respect. After Quincy finished circling the phrases, he was then asked to assess the placement of each phrase he had circled in comparison to the definition written in the bottom cell of each column of the table. (The names of the categories were added after all seven participants completed a Preliminary Table.) To turn Quincy’s Preliminary Table into Quincy’s *RespectPrint* (coined here), I electronically eliminated all the teacher actions of respect phrases Quincy did not chose and then I top-justified the phrases Quincy did chose. The result was a *respect footprint* (like a carbon footprint), the word “foot” was dropped to leave “print,” and both the remaining words (*respect, print*) were capitalized (*Respect, Print*) and, finally, the two words were pushed together to make *RespectPrint* (defined on p. xxxi).
Five of the seven participants’ RespectPrints are listed in Participants’ RespectPrints (Appendix J). Two of the seven RespectPrints are not listed, because those RespectPrints represented extremes, which were, first, Neill’s retained all the teacher actions of respect, and then, second, Jarrett’s retained only four teacher actions of respect. I developed the RespectPrint (a tool; an analytical strategy) from the Preliminary Table by the following steps:

(1) phrases not chosen by any of the participants were eliminated;

(2) items the participants indicated belonged in other categories were moved;

(3) brackets and/or parentheses within the wording of the phrases were eliminated because the participants had clarified the meaning of terms;

(4) the last three columns of the table were rearranged to be the first three columns of the table;

(5) the themes of “As a Person” (over the first three columns) and “As a Teacher” (over the last four columns) were added as headers on the table;

(6) The definitions of the categories were refined and the category names were moved to the top of each column; and

(7) teacher actions that remained in each column were alphabetized (for ease of use) by the first verb in the phrase.

The resultant document is the individual student’s RespectPrint. Although the usefulness (validity and reliability) of a RespectPrint has not been determined, I used the RespectPrint as an analytical strategy (tool) to review the raw data and to draw conclusions.

ChetsChart. During his interview, Chester suggested the use of a chart to delineate between teacher actions of “respect and not respect” (Chester’s phrase). During the follow-up to the interview, I offered Chester the opportunity to make such a
chart. Chester used the teacher actions of respect Chester had chosen on the Preliminary Table to make a chart depicting the borderline between respect and not respect, as he had suggested. This was the original ChetsChart. Later, Chester described the purpose of the chart and the method of construction to the other six participants. Each participant began with the teacher actions of respect that participant had chosen on the Preliminary Table, and then arranged each of the actions of respect into categories of respect that each participant created for their own chart.

RespectMatrix. This matrix was developed from the Preliminary Table in a manner similar to the development of the RespectPrint, except the priority was on achieving a visually simple tool. The matrix was a one-page, 7-column by 9-row table, which showed 63 teacher actions of respect. Each teacher action was numbered. On its own, this matrix is the simplest of the three tools.

Study Trustworthiness

Validity and reliability (desirable characteristics of quantitative research) are not terms appropriate to describing high caliber qualitative research (Lincoln & Guba, 1985). Both terms are defined here to set the stage for defining resemblant terms, which describe high caliber qualitative research. According to Wolcott (2005), validity indicates “whether a researcher has measured what the research purports to measure” (p. 160), and, according to Denzin and Lincoln (1994b), reliability is “the extent to which findings can be replicated, or reproduced, by another inquirer” (p. 100). Therefore, evidence of validity means a researcher obtained what the researcher sought; evidence of reliability means the results are repeatable by other researchers (Denzin & Lincoln, 1994b).
A qualitative study is *trustworthy* when the results demonstrate: (a) truth value, (b) applicability, (c) consistency, and (d) neutrality (Lincoln & Guba, 1985). According to Lincoln and Guba (1985), a researcher must convince the potential reader of research that the results are worth paying attention to by establishing the *trustworthiness* of the research. Maximizing *truth-value*, which is “the correspondence between research and the real world” (Wolcott, 2005, p. 160), in interpreting data makes the results of a study “more *credible*…[and] address[es] issues of transferability” (Wolcott, 2005, p. 161, *italics in original*). Denzin and Lincoln’s (1994) criteria for qualitative research, which are: (1) credibility, (2) transferability, (3) dependability, and (4) confirmability, express parallel ideas.

Here, *credibility* is the ability to demonstrate that research results are representative of real world occurrences (Wolcott, 2005) as evidenced by the ability to transfer results (*transferability*) and by the ability to repeat results (*dependability*) (Lincoln & Guba, 1985). Here, transferability refers to applying “what has been learned from one situation or task to another” (Eisner, 1998, p. 198). Dependability is “a means for taking into account both factors of instability and factors of…design induced change” (Lincoln & Guba, 1985, p. 299, *italics in original*).

According to Hendricks (2006/2009), credibility is enhanced by: (1) debriefing, (2) observing persistently, (3) recording accurately, (4) checking with members, (5) triangulating, (6) describing thickly, (7) clearing bias, (8) providing an audit trail, and (9) reflecting continually. Many of the aforementioned ways of strengthening credibility were used in this study. Those ways are discussed below.
Hendricks (2006/2009) pointed out, “The longer you…collect data, the more likely you are to see…true effects” (p. 114), which Hendricks called observing persistently. During this five-week study, I witnessed saturation of data during classroom observations, during the use of three documents (2 surveys and 1 form), and during the semi-structured interviews. The participants referred to the interviews as face-to-face.

Hendricks (2006/2009) suggested researchers “plan for ways to record as much information as possible when important events occur” (p. 114), which I did when I planned an observation protocol focused on capturing incidents between a teacher and a student, and when I practiced recording incidents as early as possible in the classroom observations. When hand writing the field notes proved too slow, I switched to typing the notes on a laptop computer. I prioritized revisiting and revising the observational notes within 24 hours of the observation when possible, and prioritized improving the speed at which incidents could be accurately written and type-written.

During the time needed to gather the assent and consent forms, I focused on learning the chemistry students’ names. Knowing names: (a) facilitated note taking, (b) promoted relations with students, (c) created interest and drew students into the study as participants, and (d) encouraged participants to volunteer to serve as cases. Therefore, knowing names enhanced my ability to record accurately, and promoted a greater degree of participation in the study by the students.

Recording accurately was also reflected in the process used for the transcription of the audio files from the interviews and from the interview follow-ups. I set a goal of 95% accuracy for transcription from .WMA file to electronic document (.docx). Due to
slang use of *like, just,* and *about,* and to utterances such as *um, ah,* and *unhuh,* which were transcribed, I achieved a transcription accuracy rate of approximately 90%.

Transcription of 6 hours and 40 minutes of interview audio files (averaging approximately 31 minutes) and of follow-up audio files (averaging approximately 25 minutes) took well over 200 hours to complete.

Hendricks (2006/2009) pointed out the use of member checks, which “involve discussing your interpretations of data with the participants of [the] study” (p. 114), to double-check whether research findings “accurately represent participants’… responses” (p. 114). According to Hendricks, checking with members is “a useful way to reduce bias and [to] increase credibility in [a] study” (2006/2009, p. 114). At the beginning of the study, I explained to the seven participants the reason for the follow-ups to the interviews was to capture the essence of each participant’s contribution, not my interpretation of that participant’s words and ideas. I encouraged (reminded) each of the seven participants to provide feedback on the write-ups to assure that each participant’s meaning was captured.

I used three data collection methods: *observations, documents* (two surveys and one form), and *interviews with member checks* to confirm the meaning of feedback from each of the seven participants. Hendricks (2006/2009) said, “credibility can be established through *triangulation,* a process in which multiple forms of data are collected and analyzed” (pp. 79-80, *italics in original*). The three data sources listed above allowed triangulation (confirmation) of data from one source by data from another source, which increased credibility of the research results.
I created a thick, rich description of the setting and the research methods in order to “describe in detail the setting, participants, …and research methods employed in the study” (Hendricks, 2006/2009, p. 115). Describing thickly: (a) set the stage for analysis, (b) prompted me to ponder the study context by processing that context through writing, and (c) relayed information to the reader,. The composition of a thorough description of the setting, the seven participants, and the research methods promoted recognition and analysis of elements I might otherwise have missed.

Before the study, I explicated my personal bias and my tendency to make assumptions congruent with personal beliefs and expectations (originating in cultural background). Explicating “preconceived ideas about participants, setting, intervention, or the research process itself” (Hendricks, 2006/2009, p. 116) allowed me to notice personal filters that are often difficult to perceive. Adopting the stance I was an outsider to the field site helped me recognize the insider view belonging to the seven participants. Initially, I kept a journal, but quickly found time demands did not allow me to continue journaling; the journaling I did do clarified bias as I oriented myself to the field site.

To the best of my ability, I kept an extensive record of the data and of the “data analyzed in the study” (Hendricks, 2006/2009, p. 116). The data records from the study were thorough, accurate, and organized. The records not only provided an audit trail, but also allowed me to revisit the data and to reassess meaning, which facilitated both the description of events and data analysis.

Reflecting continually was an important part of the data collection process. Following Hendricks’ suggestion of “continually [reflecting] on what [wa]s occurring during the study and [making] changes to the research plan as necessary” (2006/2009, p.
helped maximize opportunities to collect and to analyze data. As a result, I made three major changes in note taking during classroom observations, and changed the interview protocol three times. Use of the documents (two surveys and one form) saw the fewest, but most difficult, changes, because choosing the *incidents critical to respect* to use on the final survey was a multi-faceted and labor-intensive process. Reflecting continually on the meaning of the feedback meant important changes were implemented.

This study is worthy of a reader’s time and energy because the results represent real world occurrences (Wolcott, 2005) and because the results are applicable to other situations (Eisner, 1998). Evidence of dependability and transferability is seen in the stable number of teacher actions of respect categories (7) resulting from analysis of data from observations, documents (two surveys and one form), and interviews.

To consider whether or not the study was trustworthy, I formulated two questions. The first was: *Are the teacher actions of respect specified by the seven participants representative of the types of teacher actions students reckon as respect?* If yes, then the results are dependable. The second was: *Do students reckon teacher actions as respect in a manner similar to the way the seven participants reckoned teacher actions as respect?* If yes, then the results are transferable. Together, dependable and transferable results demonstrate the trustworthiness (credibility) of this study.
CHAPTER III
FINDINGS

Viewing Viewed View

My Eyes:
Looking back at me.

My Mind:
Wondering what “my eyes” see,

My Query:
Seeking views that surround.

My Sight:
Viewing the viewed’s view.

What is seen?

My Reflection:
Seeing me as I am seen.

His Eyes:
Trying to see how to make me see.

His View:
Explicating the air that he breathes.

He Finds:
He is found by my eyes.

What is seen?

My Heart:
Walking around, separately.
The data the three methods (observations, documents (two surveys and one form) and interviews) were used to cross check (triangulate) one another (Merriam, 2009). The data were gathered over a 5-week time span, which allowed saturation of data. Constant comparative analysis meant data analysis was simultaneous with data collection, and led to the development of tools (analytical strategies) that deepened the study by providing refining feedback (feedback sought as a result of prior feedback).

**Participant Stories**

In an effort to see and to hear the incidents critical to respect in the classroom via the seven participants’ viewpoints, I remained mindful of my bias. Through the diversity of the incidents the seven participants generously shared, an understanding of teacher-to-student respect in the classroom, from the student point of view, was crystallized (Merriam, 2009). Since the chemistry course was self-paced, the classroom environment supported quality interactions. During the interviews, the seven participants shared sayings (mantras) that expressed beliefs regarding respect, which I termed respectisms (defined on p. xxxi). Incidents critical to respect, reflecting these beliefs, played out during classroom observations (Terry, Shawna, and Joann). Shawna documented two of those three incidents on Respect-shown Forms. Only Shawna and Joann (two 15 year-old, female adolescent, sophomores) executed Respect-shown Forms, while the five male adolescent participants (Neill, Quincy, Chester, Terry, and Jarrett) did not.

**Case 1: Neill.** Neill was a 16 year-old student who felt he was coming into his own as a person. According to Neill, he was learning to: (a) stand up for himself, (b) to allow people to notice him, (c) to be more popular, and (d) to be less negative. As a
result, he was both enjoying his “favorite year of high school, [and] making a name for
himself” (INT0101042016p2:02m 08s). Neill was “a really good friend” (p2:02m57s)
to other people, but observed that other people were not necessarily good friends to him in return.

Neill asserted respect was important, and supported his assertion with: (a) “You can be the meanest person…but as long as we respect each other, like in our views, and in, like, how we like to handle ourselves and things…we can be okay” (p3:04m41s), (b) “I feel like respected if like if you just remember my name” (p3:04m55s), and (c) “As long as you give respect, you get respect…so, as long as I get [respect], I give [respect]” (p3:05m55s). Neill learned the importance of respect through two incidents, which occurred when he first arrived at Cook High School. First, without warning, a student seated next to Neill reached across Neill in order to sharpen a pencil, which caused Neill to object to the unexpected intrusion into his personal space, and, second, without Neill’s permission, another student moved Neill’s backpack from the chair Neill had placed that backpack on, and Neill was “not comfortable with that” (p6:10m23s).

Neill also shared two other teacher actions of respect, the first was “push a deadline back, because [the teacher] realized that the work is either confusing, or…difficult” (p7:13m53s), and, the second was allow the use of hand-written notes on a test. Neill noted he had told teachers he reckoned the above teacher actions as respect. Neill felt participants wanted to answer the research questions on respect, because I was “talking to them…[and]…getting their input on things” (p8:15m54s). Neill did not complete any Respect-shown Forms.
Interestingly, Neill shared two other examples of actions of not respect. In the first example, Neill said he and his Aunt had agreed to watch each other’s favorite shows in order to discuss shared experiences. Neill watched three seasons of his Aunt’s show, but she never watched even one episode of Neill’s show, which Neill reckoned as not respect. In the second example, Neill was describing the context of a third TV show to his youth pastor, when that youth pastor abruptly said, “Could you respect that I don’t want to talk about it?” (p10:20m21s). Unfortunately, the pastor startled Neill both with the interruption and with the pastor’s failure to demonstrate respect while demanding respect.

In sum, Neil shared three respectful teacher actions:

1. remembers my name,
2. pushes back a deadline when warranted, and
3. allows use of hand-written notes during tests.

Neill cited four examples, two in school and two out of school, of not respect:

1. another student reached across Neill’s personal space,
2. another student moved Neill’s items without his consent,
3. Neill’s Aunt failed to live up to an agreement she made with Neill, and
4. Neill’s youth pastor demanded respect without giving respect.

Essentially, Neill offered two respectisms, which were “As long as you give respect, you get respect,” (INT0101042016p3:05m55s), and “So, as long as I get [respect], I give [respect].” (p3:05m55s+). Neill made meaning of respect by describing how actions of respect or not respect impacted Neill’s relationships with other persons; which indicated
that Neill reckoned respect in terms of interacting relationally with other persons as persons. That meaning making process appeared rooted in three things:

1. ongoing identity resolution,
2. knowing respect from his earliest memory forward, and
3. articulating the “unspoken rule” of not disillusioning a child by being unkind.

Neill’s construction of his *ChetsChart* (explained on pp. 66-67) from his *RespectPrint* (defined on xxxi; coined on p. 65) was both unique and insightful. Neill kept each of the seven columns of the Preliminary Table as complete columns and sorted the seven columns (categories) themselves instead of the teacher actions. Neill moved the columns of *Gives*, *Lets*, and *Treats* to the left end of his chart and moved *Helps* to the far right, which indicated a preference for an interpersonal relationship with the teacher prior to learning.

**Case 2: Quincy.** Quincy was a wrestler, a drummer, and a 16 year-old sophomore. Quincy had been a wrestler for nine years, and had been a percussionist for eight. Quincy practiced his drumming on a KAT electronic drum set, which was a gift from his parents. Quincy usually used headphones with his drum set, because he lived in an apartment. Quincy’s family often celebrated both Christmas and Hanukkah, because Quincy, his brother, and his Mom were Jewish, while Quincy’s Dad was Christian.

Quincy considered respect important and supported his opinion with the explanation, “I would like to be treated the way I treat people, and I think [respect] is very important in like everyday life, and when I eventually get a job” (INT0202042116 p3:5m29s). Quincy said he learned respect was important:
Basically just ‘cause teachers have always been nice to me, and I don’t want to like disrespect them in anyway, ‘cause I know they are working hard to give me the benefit of the doubt usually [and] they are not like tryin’ to make my life harder by giving me more assignments and everything, they’re just like trying to make it easier in the long run. (p4:6m16s)

As an example of a way a teacher made Quincy feel respected, Quincy reflected:

Yesterday, ah, [me and] my old [subject area] teacher…were doing [subject] after school,…and it was a triangle problem…and he [accidentally] switched the $a$ and $b$ around [during] the first step which messed everything else up, and then he, he was like, ‘OK, I’ll just do it [over again] really quick, if that will make you feel better’… and that made me feel more respected, because, usually teachers just don’t, don’t really care that much to just do it over again ‘cause they… did it wrong in the first place. (p4:8m29s)

Quincy indicated that, first, the teacher was helping him on the teacher’s own time and, second, the teacher’s willingness to rework the problem correctly made Quincy feel not only respected, but also more confident in that subject area. (Here the use of the word care may have been in the sense of not interested in.) Quincy admitted he had not told his teachers when they made him feel respected. When asked how he might approach research on ways teachers made a student feel respected, Quincy simply commented on an aspect of the research study he liked, “We’re talking about [respect] like directly, not like…having a test about it; [we’re having] face-to-face interviews” (p5:11m37s).

Quincy did not complete any Respect-shown Forms.

In sum, Quincy shared two respectf teacher actions of respect, which were: Helps him after school on the teacher’s own time, and re-works a problem to make Quincy feel more comfortable or confident. Quincy did not cite examples of not respect, but he did say, “I would like to be treated the way I treat people,” (INT0202042116 p3:5m29s), which could be the respectism: Treat me the way I treat you.
Quincy’s meaning making process appeared rooted in reciprocity in that Quincy:

- refused to not respect kind teachers (double negative accentuates positive),
- returned the benefit of the doubt to teachers, and
- believed teachers intended to make academic life easier in the long run.

In the final item, Quincy touched on trust: the student belief that a teacher has a student’s best interests at heart when planning instruction. Also, on Quincy’s RespectPrint, he chose more items in the category of Gives than in any other category. Gives was the category most closely associated with of respect-due (human dignity), while the categories of Lets and Treats were most closely associated with respect-earned (autonomy and equality) in Goodman’s (2009) framework on respect.

**Case 3: Chester.** Chester was a 16-year old sophomore who focused on doing well in school and who intended to do his best at everything he undertook. Chester described his own open-spirited attitude:

> I would have been willing to play any sport this school was offering, they were offering soccer, so I got into soccer. I’m planning to spend…a lot of my summer practicing soccer, because now that I’m into it, and found that I really like it, I have to stick to it, I’m determined with it.” (p1:01m20s)

Chester wanted to perform well for his team. For a future career, Chester sought an occupation that allowed both working independently and working with other people.

Chester considered classroom respect to be very important to him:

> Because, if a teacher doesn’t respect me…I’m just not going to respect them in return, and that’s gonna cause me to not take anything they say seriously, and that’s going to kind of reflect back on me, because if I don’t take anything they say seriously, it will show like in my grades, in my… behavior during class. (INT0403042216p2:3m36s)
Insightfully, Chester recognized both that the teacher’s lack of respect for him would cause his lack of respect for the teacher, and that consequences would fall on him as the student in the form of a lower grade and poorer behavior. Chester did not describe ramifications, if any, on the teacher. According to Chester, he learned the importance of a respect from his family: “In my family…we really work on respecting each other, and just trying to listen to one another, ‘cause when we just jump to conclusions, we just realize nothing ever gets done, or its just a waste of time” (p2:04m17s).

When asked to share teacher actions in the classroom that made him feel respected, Chester listed:

Eye contact,…no like impatient body language,…they wait until I am done to respond to a question, they ask me [if] I understand…the answer,… they…bend their perspective and try to like fit mine…they…find a way to be patient enough to [find] the way that I’ll understand. (p3:6m2s)

Chester noted he had only addressed respect issues with a teacher when “they, kind of, weren’t being respectful” (p3:7m12s) and, in broaching the issue with the teacher, he chose to begin, “I would appreciate it if you were to…” (p3:07m21s) and finished by describing the teacher action he desired to experience instead of the one the teacher had enacted. Chester rationalized his approach as necessary, “because it…does get frustrating when [teachers] don’t even try [to be respectful] or even look like they want to try [to be respectful]” (p3:07m21s). Chester did not complete any Respect-shown Forms.

In Chester’s opinion, the teacher bears the responsibility to initiate a relationship of respect with a student. Chester shared that he felt this research study on teacher-to-student respect was “important to [students], because, if our teachers are the main thing
we focus on, then we want that [relationship] to be as effective and reliable as possible” (p5:12m04s). When invited to suggest ways to improve this research study, Chester offered the idea of making a chart on which students indicated to a teacher “the borderline…between respectful and non-respectful” (p10:24m19s) teacher actions.

Chester also shared an essential thought on respect when he noted the potential for hypocrisy amongst adult teachers teaching adolescent students. From Chester’s point of view, teachers appear to think:

Because they are adults…they have the right to be able to bend their schedule, like with grading papers and like with making promises with [students], that they can just like, kind of blow it off, or just wait, or delay it. However, with students, if you’re even like a minute late with an assignment…a lot of teachers…will not give you any flexibility on it, even though they turn around and will not grade that paper for the next like three weeks, because they were tired at 10 o’clock at night, even though I stayed up until 3 [am] trying to finish that homework in the first place. (p6:13m18s)

Here, Chester pointed to a hypocritical teacher behavior that does not respect students: applying one standard to the teacher’s adult self and a different standard to the adolescent student; this point was salient because a student holds an expectation that a teacher honor an adolescent student’s increasing capacity to function as an adult (adapted from Goodman, 2009).

In sum, Chester shared six respectful teacher actions:

1. makes eye contact,
2. refrains from impatient body language,
3. waits until the student is done speaking to respond to a question,
4. asks if the student understands the answer the teacher gave,
5. bends their perspective to the student’s perspective, and
6. has the patience to find a way to help the student understand.

Chester cited two examples of not respect, which were: Impatient body language, and hypocritical (double) standards. In effect, Chester’s statement, “If a teacher doesn’t respect me… I’m just not going to respect them in return” (INT0403042216p2:3m36s), could be interpreted as the respectism: If you do not respect me, then I will not respect you. Chester’s meaning making process was logical and well supported by rationales.

During the study, Chester pointed out both the need for the most diverse set of incidents critical to respect possible, and the need for negative exemplars of teacher actions “to show [teachers] the ways [teachers] can improve and… just respect everybody” (INT0403 042216p4:09m25s+). Thus, Chester already possessed the skill to appropriately assert himself in an I-statement of, “I would appreciate it if you were to…” which he did with both confidence and humility.

**Case 4: Terry.** Terry liked to play football and baseball and shared that “when I’m not doing football and baseball or lawn mowing, I’m out hanging with my friends or hunting and fishing” (INT0604042216p1:01m19s). In football, Terry was an offensive guard and in baseball Terry was either the catcher or the first baseman. Terry liked to fish at a local reservoir, and Terry liked to hunt deer on 100 acres of land owned by a friend. Terry hunted with either a bow and arrow or with a 20 gauge shotgun, but he preferred the shotgun. When Terry bagged a deer, he enjoyed both cooking and eating the venison. When Terry had time to hang out with his friends, they usually played video games such as Call of Duty, League of Legends, Grand Theft Auto, and Black Ops. Whenever they gamed, Terry and his friends usually played online against other teams.
When asked if respect was important to him, Terry answered with an emphatic, “Yeah!” (p3:5m12s). When asked why, Terry articulated that, “if people don’t have respect, then you can’t trust anybody,” (p4:5m20s). Then Terry quickly added, “if someone don’t respect you, then they don’t have the respect to tell you the truth…to tell you how they feel in [a] situation” (p3:5m34s). In connecting respect to trust, Terry made an important point: *No respect, no trust.*

Terry related the incident that taught him the importance of respect: one of his friends dated a particular girl, and, later, after the couple broke up, another one of Terry’s friends went out with her. The first guy to have dated the girl, “wasn’t cool with it” (p4:06m 23s) when the second guy went out with her, and therefore a conflict unfolded. Terry said, since there were several versions of the story being related by various people, he and some of his other friends opted out of dealing with the problem by reasoning, “we’re not going to get into this situation, because we didn’t create it, and even if we were to get into the situation, we want to know one story, a clear story” (p4:07m06s).

In effect, Terry and his friends said to the others, “Well, it all comes down to respect and trust, and right now we don’t respect and trust any of you guys, so we can’t be friends” (p4:06m33s). Once the issue resolved, Terry and the others who had refrained from interfering re-established interactions with the other friends. Both by recognizing the issue was not theirs to resolve and by refusing to be drawn into the problem, Terry and his friends (those who abstained from involvement) used respect to resolve a conflict.
When asked, Terry shared two actions he reckoned as respect, the first was when a teacher saw Terry struggling with schoolwork and offered to help, without Terry having to ask for that assistance, and the second was when a teacher disagreed with Terry, allowed space in the relationship for Terry to disagree in return, and followed by refraining from holding a grudge against Terry. Terry said the teacher’s choice to “forget about it and go on” (p5:9m41s) made Terry feel respected. Terry did not complete any Respect-shown Forms.

Terry also shared:

I feel like respect in the classroom goes both ways between the teachers and the students; if the students show respect to the teachers, then the teachers show respect to the students, and if teachers show respect to the students, then the students show respect to the teachers. (p6:12m28s)

Here Terry said respect begets respect. Since Terry said either party would be respectful of another party as soon as the first party was respectful, I asked Terry if either the teacher or the student carried the greater responsibility to initiate respect. Terry said, “No” (p6:12m47s) and then added that, for Terry personally, if a classroom teacher failed to respect him, he would choose to respect the teacher nonetheless (did not hold true; see below).

During the last week of observations, an incident unfolded between the chemistry teacher and Terry. On Tuesday, Terry was seated directly in front of the teacher at the help table, while five other students were seated there as well. The teacher was guiding students through pH calculations when, suddenly, Terry popped up from his seat and walked away. The teacher looked up and asked, “Where are you going, Terry?” Terry gave no response as he walked toward his seat. “Terry, where are you going?” the
teacher inquired again. Terry still gave no response. As Terry arrived at his seat, he sat down with a huff. Seeing this was the case, the teacher attended to the students at her table.

Terry shut his laptop, packed his possessions in a stack, plopped a soft-sided athletic bag atop the pile, flopped his head down onto the bag, and closed his eyes. The abruptness of Terry’s actions was starkly contrasted by the low energy posture Terry assumed. Instead of escalating into a conflict, the incident fizzled out.

After a few moments, Terry picked up his head, asked the teacher for permission to go to the restroom, and when she granted her approval with a nod, rose and exited the classroom (10:38 am). However, when he exited, Terry did not head in the direction of the third floor restroom, instead he turned left and went down the staircase. Later (10:50 am), Terry emerged from the stairwell, walked past the classroom door, and headed to the restroom. Later still (11:28 am), and just prior to dismissal, Terry returned to the room, retrieved his belongings, headed immediately back out the door, and said, “Class is over.”

While the incident was unfolding, I was in a position to observe Terry’s face as he walked away from the table and to his seat. Terry held a flat frozen facial aspect (on p. 23) in response to the teacher; that aspect caused me to recall the teacher actions of respect Terry preferred, which were both a teacher offering help without Terry having to ask for help and a teacher refraining from holding a grudge after a disagreement. I also recalled Terry had said: if a teacher failed to respect Terry, Terry would still respect the teacher.
The next day in class, Terry was present and was, for the first time during the observations, proactively engaged in learning. In fact, Terry: (1) asked the classroom teacher for his graded quizzes, (2) worked on a unit study guide, and (3) requested a unit quiz. Although the students were working on units numbered in the mid-thirties, the quiz Terry requested was for a unit in the twenties. The number of the unit quiz indicated Terry was behind in his chemistry coursework.

That day, when Terry approached the classroom teacher and requested the next quiz, the teacher quickly obliged him, even though Terry interrupted her and the student with whom she was already engaged. After the teacher handed Terry the quiz, he returned to his seat for a pencil, complained the teacher was lazy while he tidied his workspace, returned to the front of the room, took his quiz, and turned the quiz in to the teacher. As Terry walked away from the teacher’s desk on this day, he complained loudly enough for his tablemates (I was one) to hear, but no one else. Notably, Terry’s words did not match the actions Terry allowed the teacher to see. Overall, Terry’s behavior indicated he: (a) was behind in class, (b) was currently willing to apply himself, but (3) blamed the teacher for his prior lack of progress.

In sum, Terry shared two respectful teacher actions, which were: Providing academic help without Terry asking for that help, and moving past a disagreement with Terry without holding a grudge. While Terry did not cite any examples of not respect, Terry’s statement, “if the students show respect to the teachers, then the teachers show respect to the students, and if teachers show respect to the students, then the students show respect to the teachers” (p6:12m28s), could be interpreted as the respectism: If you
get respect, then you give respect. Terry’s meaning making process was practical in that Terry said:

- honesty and transparency were components of respect,
- greater respect leads to greater trust, and
- actions need to be consistent with words.

Basically, Terry pointed out that a respectful relationship leads to a trusting relationship, while a lack of respect in a relationship leads to a lack of trust in that relationship. It should be noted that, in the incident described above, Terry said one thing to his tablemates and did another thing in front of the classroom teacher.

Case 5: Shawna. Shawna was a 15 year-old sophomore who played the violin, had a dog, and liked cats. Three years ago, she moved to this school district from an eastern state. She found the climate “cold,” and she looked forward to moving someday to New York City or San Francisco, because she liked big cities.

Shawna considered respect important because:

I feel more, I guess, comfortable in a respectable environment….I feel like I can ask questions, or I can get a better understanding of what the teacher is saying if I feel they respect me [in] the way, like, they talk to me and, like, the way they look at me…I kind of feel like it helps my grades when teachers, I guess, respect me, ‘cause, like I said, it gives me more confidence to ask questions. (p2:03m14s+03m47s)

When Shawna felt respected by how a teacher looked at her and talked to her, she felt more comfortable in class and more confident in asking questions. Shawna believed increased comfort and confidence helped her earn better grades. Shawna said she first learned the importance of respect from her third grade teacher who taught “treat others
like you want to be treated” (p3:04m39s), which is the reciprocity principle (on p. xx; on p. 22). As an older and more mature student, Shawna added:

I think that there could be more put into it, because there’s a lot of…different views now where you have to be careful, like you may…want to be treated some type of way, but others maybe want to be treated some other type of way. (p3:05m01s)

Thus, Shawna pointed to how different people may want to be treated differently.

During the follow-up, I asked Shawna to elaborate on this point, and Shawna responded:

I think just in terms of… maybe like religion and sexuality…you have to be politically correct with what you say about that type of stuff, [be]cause like [someone] might want to be treated like [they are] a Christian, but someone [else] is like an Atheist. [If the Christian is] just like, “God bless you, God bless you,” people are going to be like, “Wow.” [That person] might think that is respectful, but that’s not respectful to me. (FOL0905042716p2:03m24s)

Here Shawna’s pointed out how one person’s way of valuing might be different from another person’s way of valuing, and concluded that persons should differentiate ways of treating the other in light of how that other wants to be treated. When applied to a teacher and a student together in a classroom, this conclusion implied the teacher needed to know which teacher actions were respectful in the eyes of each student.

Shawna said that she feel respected by the classroom teacher when:

They listen, they are patient, they take their time with you…they’re not strict, and they understand like when you’re joking…they give leisure, and they have like leeway, they use respectful language like “please,” and they don’t call you names…like “stupid.” (p4:07m21s+ 08m06s)

Here, besides listing teacher actions of respect, Shawna listed an action for a teacher to refrain from in being respectful. Although Shawna said she had not told her teachers which actions she reckoned as respect, Shawna said she had told teachers which teacher
actions she thought were disrespectful. Since Shawna used the word “disrespectful,” I followed up by asking Shawna which actions made her feel “disrespected.” Shawna said:

> If [a teacher] were to...treat you different[ly] from other [students],...if they kinda like give you a bit of attitude, or give you any dirty looks, or...pick favorites, it’s kinda disrespectful to pick favorites...its just like [in] the way that they treat you. (p4:09m54s)

Here, Shawna’s examples of “disrespectful” teacher actions were: (a) displaying an attitude, (b) giving dirty looks, and (c) picking favorites. Also, after Shawna pointed out why a teacher should differentiate treatment according to different students’ different ways of valuing, Shawna then also named ways of treating students differently that were not respect. According to Shawna, a differentiation of actions can express either respect or not respect.

When asked, Shawna suggested I investigate teacher-to-student respect in a manner opposite of my approach: Ask teachers which student actions each teacher reckoned as not respect of that teacher. Shawna’s rationale was: If a student unwittingly failed to respect a teacher in the teacher’s eyes, then when the teacher acted in response to the student’s behavior, the student might fail to connect the cause with the effect. Thus, Shawna suggested: (1) ask teachers, (2) gather examples of “disrespectful” actions, and (3) inform students. However, Shawna noted she liked this study, because the approach was more than just a straightforward question of “What do you think respect is?” (p8:20m40s). Instead, the study led up to each student defining of respect by discerning which teacher actions resulted in that student feeling respected.

Shawna was one of two participants (Joann was the other) who completed the optional Respect-shown Form. Overall, Shawna filled out five forms, which Shawna
used to confirm three teacher actions as respectful: (a) joked with me and helped me to understand my work, (b) told me what needed to be improved, and (c) gave me feedback and helped me understand my essay. Also, Shawna used the form to disconfirm two teacher actions, which meant Shawna considered the following two actions as not respect. The first action was “were somewhat rude to me and told me to leave,” and the second action was “called out [a] student in front of everyone.”

I witnessed both of the disconfirming incidents Shawna reported. The first incident occurred with the language arts teacher, who told Shawna to leave the classroom and to report for standardized testing (which Shawna had forgotten to do). According to Shawna, when the teacher realized Shawna was in the wrong place, the teacher said, “[Shawna], get out. Just go.” Then, when Shawna turned to a friend to borrow a bobby pin, the teacher added: “Just leave. Go.” When Shawna recounted the incident during the interview, Shawna said, “I know she heard me [say ‘just a minute’], she just didn’t really care all that much.” (Here the use of the word care may have been in the sense of not attaching importance.) The second incident, which occurred between the classroom teacher and Joann, unfolded in front of the entire chemistry class. By executing a Respect-shown Form, Shawna troubled the chemistry teacher’s choice to call Joann out in front of the class, and concluded the teacher’s action was “petty.” Since Joann was the primary protagonist, I chose to relate the incident under the heading: Case 7: Joann (on pp. 99-100).

In sum, Shawna shared ten teacher actions of respect:

1. listens,

2. has patience (takes time with a student),
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3. *refrains from* being strict (they give leeway),

4. understands when a student is joking,

5. gives leisure in the classroom,

6. uses respectful language (“please”),

7. *refrains from* using non-respectful language (“stupid”),

8. jokes with me and helps me understand my work,

9. told me what needs to be improved, and

10. gives me feedback and helps me.

Here, Shawna’s examples of *disrespectful* actions are presented as examples of *not* respect:

- treating a student differently from other students,
- having an attitude,
- giving dirty looks,
- picking favorites,
- *not* treating a student well,
- being rude to the student and telling the student to leave, and
- calling [a] student out in front the class.

Shawna’s statement, “there’s a lot of…different views now where you have to be careful, like you may…want to be treated some type of way, but others maybe want to be treated some other type of way” (p3:05m01s) could be interpreted as the respectism: *Treat the other as the other wants to be treated.* Shawna’s meaning making process essentially:

- tied mental and emotional comfort in the classroom to academic confidence,
• focused on teacher actions that Shawna found uncomfortable in class,
• suggested asking teachers which student actions are not respectful of teachers.

According to Shawna, when a student wants to be respected by different treatment, then differentiation is desirable and is respect, but when a student does not want to be treated differently from other students, then differentiation is not desirable and is not respect.

**Case 6: Jarrett.** Jarrett was a 16 year-old sophomore student who enjoyed school and who wanted to learn. Jarrett said:

I…like the aspect of gaining knowledge and learning… because that is one of my core things, I want to know how things work instead of, you know, memorizing things…. That’s sorta why I like engineering, because you get to see how things work. (INT0806042616p1:01m25s)

Jarrett also enjoyed learning how math worked. “I don’t even have a math class right now, because I have taken all that I can….I took pre-Calc last semester, but [the administration] won’t let sophomores take Calculus” (p1:01m52s). Jarrett was eager to get back into a math course, “because the thing about math is, if you don’t have it, you sorta start forgetting things, and I don’t want to forget stuff” (p2:02m49s). Although Jarrett felt he had a great capacity for solving engineering problems, he planned to be a physicist. In such a career, Jarrett’s eagerness to learn how things work, to understand the processes by which things work, and to retain his math skills will be great assets.

Jarrett stated emphatically that respect was important to him, and explained: “Well, the reason why is, if you have a teacher that disrespects you, usually, um, you stop respecting them, too, because how can you respect someone who constantly
disrespects you?” (p4:08m29s). Seemingly in answer to his own question, Jarrett continued:

Some teachers, only a few, but some are really mean. So [students] like try to avoid that teacher the best [the students] can. Sometimes [the students] even go so far as to skip [that teacher’s] class altogether. [The students will] do their work, but [the students] will not go into that class, just to avoid the teacher. (p4:08m40s)

According to Jarrett, when a student senses the student does not have the classroom teacher’s respect, then that student finds ways to avoid that teacher, even if avoidance means skipping class. The implications of skipping classes in one course were, Jarrett admitted, that a student might start missing classes in other courses as well. Also, a natural extension of missing multiple classes of multiple courses is the potential for a student to drop out of high school altogether. Were it to happen, such a scenario would mean a lack of teacher-to-student respect in the classroom for that student put that student at risk of not finishing high school.

When he related this idea of skipping class in order to avoid a teacher, Jarrett turned his attention to one teacher in particular: a first-year teacher who, within the past two weeks, stopped giving points for late work. In a mature manner, Jarrett said, “I get why she’s making mistakes, but her inability to accept that she is making mistakes, that’s sorta what makes dealing with her hard” (p6:12m04s). Jarrett also reflected, “I sorta get why she’s doing it, but the way she’s implementing it is ridiculous” (p5:10m06s). Here, according to Jarrett, a first year teacher faced a self-erected barrier: an inability to rectify mistakes she made in working with, and in respecting the work of, her students.
When asked how he learned respect was important, Jarrett said, “I guess I’ve always known, since I was little, that respect goes in two ways: you give [respect] and you also receive [respect], but if there is an imbalance, someone gets angry or hurt, usually” (p6:13m30s). Jarrett felt respected by a teacher who, “understands that [students] have lives outside of school” (p7:15m09s). As an example of such respect, Jarrett cited how his teachers understood homework was hard to turn in on time if several teachers assigned homework simultaneously. On the rare occasion when Jarrett had to turn an assignment in late, he found both that he had a valid reason and that, when he shared that reason with a teacher, as he asked for his late work to be accepted, teachers tended to listen to his reason and to accommodate his request. At the same time, Jarrett noted, not all students had late work accepted by teachers as he did.

Jarrett said the participants in this study were, “for sure” (p8:19m54s) interested in answering my questions on respect:

Because you do deal with respect problems [here at school],… and usually there is nothing you can do about it. All you can do is complain to your friends, ‘cause, well, they’re the teacher. You just have to deal with it. So, being able to talk to someone is beneficial. (p8:19m58s)

Here, Jarrett affirmed respect problems exist in high school, students commiserate with one another over the lack of respect from teachers, and students have little recourse because the teacher has the position of power. Therefore, Jarrett said, discussing respect issues with a researcher was beneficial to the students.

In regard to respect, Jarrett also observed, “You can’t really just generate respect, you sorta have to earn it, too. Well, at least in order to keep it [you do]” (p9:22m16s). Here, Jarrett’s observation pointed to how an adolescent student has an expectation both
of earning the classroom teacher’s respect and of sensing the benefits of having done so. When a student’s expectation of earning the teacher’s respect is not met, the student both senses the lack of that earned respect and finds the resultant disconnect frustrating.

In sum, Jarrett shared one respectful teacher action: Understands that [students] have lives outside of school. Jarrett cited one example of not respect: Not accepting late homework. Jarrett statement, “if you have a teacher that disrespects you, usually, um, you stop respecting them, too, because how can you respect someone who constantly disrespects you?” (p4:08m29s) could be interpreted as the respectism: If you disrespect me, then I will stop respecting you. Jarrett’s meaning making process focused on his processing of bits of information he considered facts. As a self-motivated, dedicated student, Jarrett learned for the sake of learning and was intently focused on understanding “how thing work,” which included how teachers respected students. Jarrett did not complete any Respect-shown Forms.

**Case 7: Joann.** Joann was a 15 year-old sophomore who played softball and who had 6 younger siblings, ranging from two to thirteen years younger in age than Joann. Joann split her time (unevenly) between her Mom’s home, where she was most of the time, and her Dad’s home, where she was every other weekend. There were pets in both places: at her Mom’s there was a dog and a cat, and at her Dad’s there were two dogs. Joann wanted to become a pharmaceutical engineer at Premir (pseudonym) University. Joann had already attended softball camps at Premir, and looked forward to the day when she would be old enough to discuss playing softball on the Premir team with Premir coaches.

When it came to respect, Joann shared:
I think respect is important, because...it shows that you actually care about someone and you don’t want them to leave....that...makes them feel better about themselves...it kinda fights depression and stuff like that. (p4:06m02s)

Here, Joann said (a) respect is a way to demonstrate care, (b) respect encourages other persons, and (c) respect fights off depression. Joann continued by explaining, “like if you are not respected...and everyone is just gonna look down on you...you’re gonna wonder...if no one wants me here, why am I here?” (p4:06m21s). In regard to how a sense of being respected can protect a person from depression, Joann shared, “I actually know a couple of people that go through depression...and I think it’s partly because...they can do so much stuff, and they are not even getting acknowledged for it” (p4:03m39s).

When asked how she came to understand the importance of respect, Joann shared:

I just kinda learned it throughout my life...’cause I know sometimes when I don’t feel respected, it’ll bother me...and...I guess without respect, your life just kinda seems bland, and it just feels like you’re doing the same thing over and over and over again, even if [events] are different. (p5:08m24s)

Here, Joann underscored the beliefs she held regarding the effects of a lack of respect, which Joann then emphasized further:

Well, I know...in middle school I was very loud and kinda like energetic, and one time the teacher actually...told me that I wasn’t ready for high school, and...it was like the end of eighth grade year, and that I need to “grow up” if I’m ever gonna make it to high school. And that...was a little rough. (p5:09m01s)

Joann cited the teacher’s words as expressing not respect toward Joann. Wisely, Joann elected to not answer the teacher verbally; Joann has proven the teacher’s words un-prophetic with her academic success, thus far, in high school.
When asked, Joann shared three teacher actions she reckoned as respectful: Treat her more as an adult than as a child, trust her to behave well in a public place without supervision, and *talk to* her rather than *talk down* to her. Joann defined “talk down” as when an adult teacher: Spoke a little too abruptly, failed to take the time to really understand her, and behaved as if the teacher thought of the teacher was better than Joann. Joann described “talk to” as treating her as equal, and not as younger and less experienced, which I took to mean that Joann did not want to be treated as “less than” the teacher by the teacher. When asked, Joann said she would not tell a teacher which teacher actions made her feel respected due to the fact that even a positive comment could result in negative consequences, because “[a teacher] might take it the wrong way” (p8:14m 37s).

Joann suggested another way to learn which teacher actions a student reckons as respect might be: (1) observe how teachers speak to the student in the classroom, then (2) observe the student’s body language in response, and (3) listen for the student’s opinion of the teacher’s action when that opinion is vocalized to the student’s friends, because a student will “tell their friends afterwards for sure” (p8:16m37s).

Additionally, Joann’s observed:

Well…I already told you how respect can affect your attitude and stuff like that, but I also think that…respect could just make the whole population in general and…what people do with their life better…If you respect someone then they’re gonna feel like they’re worthy of something, so they’ll do something better with their life than if you don’t respect them. (p10:20m30s)

Joann illustrated the fact that respect could “make the whole population…better” when she described a dichotomy in her extended family: Joann’s step-dad was the first-born in
his family, he was loved and respected as he was growing up, life had gone well for him, and he was an executive at an engineering firm, but life had gone differently for Joann’s step-dad’s younger brother. According to Joann, the younger brother was born to her step-dad’s father later in life, after he had remarried. Somehow, that young man never received the same degree of love and respect Joann’s step-dad had been given. Joann felt that lack of love and respect was evidenced in that young man’s life in several ways: (a) he himself had a son whom he gave up for adoption, (b) he still lived at home, (c) he still ate his father’s food, and (d) he appeared to have given up on his life. Joann demonstrated a sensitivity to the respect needs of persons around her when Joann concluded, “The story is just respect…[respect] can take you a long way” (p11:23m06s).

Joann’s story fleshed out the consequences for both when a person has respect and for when a person does not have respect, which Joann summarized:

Respect can carry you places, and if you don’t get [respect] then…you don’t think you have anything to go on for; I mean like if someone shows you respect, then…you feel like you can do something with your life, like you’re important, you know? But if you’re not shown respect, then you just feel like you’re underneath everyone, and…no one’s gonna give you the light of day. (p 13:25m54s)

Here, Joann described a chasm between the one respected (Levinas, 1987) and the one not respected: one individual was encouraged and empowered, while the other was discouraged and disenfranchised. The picture Joann painted is one of high contrast; her description expressed respect in a digital (quantized), rather than analog, connotation: either you have respect or you do not have respect.

During the interview phase of the study, Joann used the Respect-shown Form to document the following three teacher actions as respect: (a) told me you saw me as an
adult, (b) talked to me about how my softball season was going, and (c) talked about outside school activities. On the forms Joann indicated the actions made her: (a) feel equal, (b) think the teacher had the same interests, and (c) feel the teacher cared about her life. On the “I just wanted to say” portion of the forms, Joann shared she hoped teachers would act this way “more often” and she felt “students need that from” teachers.

During observations the last week of the study, an incident between the classroom teacher and Joann unfolded; Shawna disconfirmed this incident with a Respect-shown Form (as was mentioned under Case 5: Shawna; on p. 90). As it happened, the timing of the incident overlapped with the incident the classroom teacher had with Terry (described under Case 4: Terry; on pp. 84-85). While Terry was out of the room, the chemistry teacher abruptly and loudly said to the participant seated at her help table, “Mr. [Jarrett], what is it that Ms. [Joann] wrote on your paper? Ms. [Joann], go straight to [the assistant principal’s] office and tell [the assistant principal] what you wrote on [Jarrett’s] paper.” Joann looked up from her work, kept her facial aspect frozen, hesitated while the classroom teacher emphatically repeated the directive, then slid silently out of her seat, and quickly left the room. Class deflated.

Fortunately, I was well positioned to observe Joann’s face as she left the classroom. Joann held a flat frozen facial aspect (p. 23; p. 97) in response to the teacher. Joann’s affect caused me to recall Joann’s suggestion of another approach that could be used to research teacher-to-student respect in the classroom: Joann said to do three things: (1) observe how teachers speak to the student in the classroom, then (2) observe the student’s body language in response, and (3) listen for the student’s opinion of the teacher’s action when that opinion is vocalized to the student’s friends.
When the chemistry teacher sent Joann out of the room (11:13 am), I instantly thought to follow Joann’s suggestion. I watched Joann’s body language: (1) as she left the room, (2) when she returned from the assistant principal’s office, and (3) as she left again when class was dismissed. I discerned nothing different. Subsequently, I listened to overhear Joann’s comments to friends in regard to the incident. Such an opportunity never unfolded. Later, when a semi-private moment presented itself, I asked Joann to comment on her apparent lack of response, and Joann shared that she felt she had overreacted to other incidents in the past, so she learned it was better to keep calm. Joann’s verbal response contradicted her prior suggestion of how to research classroom respect.

As noted, Joann gave no indication of any inner turmoil. To my eye, she walked the same, she looked the same, and she displayed no change whatsoever. Also, Joann appeared poised the following day as her lab group presented their lab report via a PowerPoint presentation. Perhaps Shawna’s choice to document Joann’s incident with a Respect-shown Form provides an insider’s view of the incident. Only Joann can reckon which teacher actions represent respect to Joann, but the incident appeared to be not respect to Shawna, perhaps because the teacher was neither encouraging nor supportive.

In sum, Joann shared six respectful teacher actions:

1. treat her as an adult,
2. trust her to know how to behave,
3. *talk to* her not *talk down* to her.
4. tell me you see me as an adult,
5. talk to me regarding my softball season, and
6. talk about outside school activities.

Joann cited one example of not respect: *Talk down* to her, which was what her eighth grade teacher did in telling her she was “not ready for high school” and “to grow up.”

Two of Joann’s stories, one of her step-dad and the other of her step-dad’s half-brother illustrated the respectism: *Either you have respect or you do not have respect.* Joann’s meaning making process arose from her family members’ experiences, which caused her to associate respect with a sense of worthiness. According to Joann, a perceived lack of respect resulted in emotional depression. When Joann observed “respect can carry you places” (p13:25m54s) and respect helps “you feel like you can do something with your life” (p13:26m08s), Joann underscored the fact that respect between persons is a form of encouragement and/or support which empowers *the one respected* (Levinas, 1987).

**Cross-case Themes**

The seven participants: (a) shared teacher actions of respect and of *not* respect, (b) related sayings or beliefs on respect (respectisms), (c) demonstrated ways of making meaning of teacher actions of respect, and (d) demonstrated ways of reckoning respect. The participants held some views on respect in common and some views of respect not in common. Common views on respect reinforced the prior discussion of expiated experiaction and showed a participant preference toward being respected by the teacher as a person (person-to-person respect) prior to being respected by the teacher as a student (learner-to-learner respect). Differences in views on respect were evident in the: (a) meaning each participant made of a teacher action of respect, (b) reckoning respect in terms of actions a teacher should *refrain from* enacting in the classroom, (c) willingness to confirm or to disconfirm teacher actions as respect, and (d) a variance of the number
of teacher actions chosen as representing respect to the participant. Additionally, three subtle themes emerged as within-case themes rather than as across-case themes, and elucidated the finer points of teacher-to-student respect in the classroom in terms of: (a) student voice, (b) compassion cultivating trust, and (c) three components of regard.

**Across-case themes.** Several themes emerged from the feedback the seven participants supplied via the observations, documents (two surveys and one form), and interviews. Some feedback showed themes participants held in common while other feedback showed where participants’ beliefs on respect diverged. A particularly salient theme that emerged was participant differentiation between relating with the teacher as another person versus relating with the teacher as another learner. In fact, participants demonstrated a preference toward establishing interactions of respect with the teacher as a fellow person prior to experiencing respect from the teacher as fellow learner.

**Commonalities across-case themes.** Amongst the seven participants several commonalities were demonstrated. All of the participants: (a) considered respect important, (b) learned respect was important from interactions with other persons, (c) offered an example of teacher actions of respect, and (d) shared beliefs on respect that could be expressed as respectisms. Each participant verbally confirmed respect was personally important during the interview, which each participant had already evidenced in behavior by volunteering for in-depth participation in the study. Participants named teacher actions reckoned as respect in language precise enough to repeat feedback on the first survey, *The Student Point of View*. Input from the study participants showed that students both experienced not respect in the classroom and needed a way to negotiate respect in the classroom. Participants demonstrated a common understanding of teacher
escalation of affect when a teacher grows increasingly frustrated with students.

Feedback from classroom observations, documents (two surveys and one form), and interviews with the seven participants revealed seven categories of teacher actions of respect: (1) Gives, (2) Lets, (3) Treats, (4) Listens, (5) Understands, (6) Helps, and (7) Answers.

All seven participants agreed respect was important and learned of that importance via relationships with other persons. For example, Quincy noted he “like[d] to be treated…the way he treat[ed] other people” (INT0202042116p3:05m29s), which Quincy learned from the way his teachers had treated him. Shawna said she learned the importance of respect when a teacher taught her: “Treat others like you want to be treated” (INT0705042516p3:04m39s). Which Shawna later modified with her own insight:

[Teachers] teach you…[to] treat others like you want to be treated…. [but] I think there could be more put into it, because there’s a lot of…different views now where you have to be careful…you may…want to be treated some type of way, but others maybe wanted to be treated some other type of way” (p3:04m08s+05m05s).

Shawna pointed to how different people may desire to be treated differently, which Jarrett reiterated when he noted: “Different people need different things” (INT08060426 16p12:32m10s). Shawna later extended her thought: “You might think [something] is respectful, but that [something] is not respectful to me” (FOL0905042716 p2:03m45s).

Neill and Jarrett both learned the importance of respect early in life. Neill, shared, “When I was little, I got respect, you could say, even when I was a little kid, like I don’t remember a time [when I didn’t get respect]”…[be]cause…it’s like one of those unspoken rules – you know – not to be mean to a little kid, like you’ll just ruin their
sense of wonder” (INT0101042016p6:12m16s+12m30s). Jarrett echoed the idea: “I’ve always known since I was little [that respect was important]” (INT080604261606:13m30s). Jarrett also insightfully highlighted the importance of classroom respect when he noted:

If you have a teacher that disrespects you, usually, um, you stop respecting them, too, because how can you respect someone who constantly disrespects you? Some teachers … are really mean….so kids like try to avoid that teacher the best they can. Sometimes they even go so far as to skip [that teacher’s] class altogether…just to avoid the teacher ….which is a problem here, because we have a double-block schedule and you can get behind really fast” (16p4:8m31s).

Jarrett connected a teacher’s act of not respect for a student to that student skipping that teacher’s class and to that student falling behind. If this thought is extended one more step, then the lack of teacher-to-student respect might cause that student to drop out of high school.

The remaining participants shared how they learned of respect’s importance: Chester said, “my family,” (INT0403042216p2:04m17s), Terry said, “friends and family,” (INT0604042216p4:06m05s ), and Joann said, “I just kinda learned it throughout my life” (INT1007042816p5:08m24s). In sum, participants cited teachers, childhood experiences, family members, friends, and life experience as ways of learning the importance of respect, which meant respect and the importance of respect were conveyed via the relationship (the medium of respect) between one person with another.

Each participant offered at least one example of a teacher action of respect. Neill shared: (1) remembers my name, (2) pushes a deadline back when an assignment is too long or too hard, and (3) allows use of hand-written notes on tests. Quincy shared, first, helps a student after school, and, second, reworks a solution to a problem because re-
doing that problem correctly helps a student. Chester shared: (1) makes eye contact, (2) refrains from using impatient body language, (3) waits until student is finished speaking to respond to a question, (4) asks if the student understands the answer given in response to a question, (5) bends their perspective in order to understand the student view, and (6) finds a way to patiently explain things so the student will understand. Terry shared, first, helps a struggling student, without requiring the student to ask for help, and, second, refrains from holding grudges on issues; finds a way to move on instead. Shawna shared (1) listens, (2) has patience; takes time with a student, (3) refrains from being strict, (4) understands when a student is joking, (5) gives leisure in the classroom, (6) uses respectful language, and (7) refrains from using non-respectful language. Jarrett shared: understands a student has a life outside the classroom. Joann shared: (1) treats a student more like an adult than like a child, (2) trusts a student to know how to act in public places, and (3) talks to a student; refrains from talking down to a student.

The seven lists (one list from each participant) of teacher actions of respect (in the above paragraph) illustrate an expectation the seven participants held in common: a teacher, as a teacher, should act in a student-centered manner. In listing both actions a teacher should engage in as well as actions a teacher should refrain from, the seven participants indicated what the participants viewed as positive and negative respect obligations (Lickona, 1991/1992). Some of the actions listed indicated the participant’s personal respect desires (such as: remembers my name) and learner respect expectations (such as: helps a student after school).

Each of the seven participants arrived at the interview already knowing I sought teacher actions (ways) each participant reckoned as respect. If, as is possible, each
participant listed the teacher action most important (salient) to that participant first, then the participants effectively highlighted the teacher actions of: (1) remembers my name, (2) helps a student after school, (3) makes eye contact, (4) helps a struggling student, without requiring the student to ask for help, (5) listens, (6) understands a student has a life outside the classroom, and (7) treats a student more like an adult than like a child. Considered topically, the seven actions appear varied; however, inexplicably, the seven participants shared seven teacher actions that function as exemplars of the seven categories of teacher actions of respect (a commonality), as seen in this parallel list: (1) Gives: Recognizes me, (2) Answers: Teaches me one-on-one, (3) Lets: Makes eye contact. (4) Helps: Offers to help me, (5) Listens: Listens attentively to me (from the definition of the category), (6) Understands: Takes into account my life, (7) Treats: Treats me as an equal (from category definition) plus Talks to me like a friend (from actions in the category). For item seven on the second list (Treats), I listed two teacher actions (Treats me as an equal and Talks to me like a friend) due the fact that the teacher action the participant specified could be expressed by either statement or by both statements. Although the category of Treats primarily represented person-to-person interaction: Treats me as an equal could, but does not necessarily, represent learner-to-learner respect, while Talks to me like a friend could, and probably does, represent person-to-person respect.

All participants expressed respectisms, or sayings that express beliefs on respect, but four participants expressed beliefs consistent with the same respectism, as evidenced by the interview quotes:

1. Neill said, “As long as you give respect, you get respect.”
2. Quincy said, “I would like to be treated…the way I treat other people.”

3. Terry said, “If the students show respect to the teachers, then the teachers show respect to the students, and if teachers show respect to the students, then the students show respect to the teachers.”

4. Shawna said, “Treat others like you want to be treated.”

While the quotes vary in specificity, each can be distilled down to one belief: If you give respect, then you get respect (the reciprocity of respect). Such a respectism could also be stated: Whenever you are respectful, you are respected, which was a belief the participants held in common. This belief was in tune with Darwall’s (1977) assertion that recognition respect for another person necessarily merits appraisal respect (on pp. 20-21) for the one-respecting (adapted from Noddings, 1984/2003; on p. xxxi and on p. 20).

On the same survey, The Student Point of View, study participants described teachers raising their voice, yelling, and screaming. During the interviews I asked participants first to put the phrases in order of escalation of emotion and then to define the terms. In sum, the participants interpreted what the teacher was: (a) saying or doing, (b) feeling or thinking, and (c) intending or meaning as the teacher escalated from (as ordered by the participants) raising their voice to yelling to screaming. According to the participants, the teacher might try to get a student’s attention by talking normally, but become irritated and then begin to speak louder in a rougher tone of voice, despite the teacher’s intent to be helpful to the student; the teacher was raising their voice. Next, the teacher talked louder and more sternly, used exclaiming words to repeat the information, but became frustrated by student non-compliance or non-cooperation; the teacher was yelling. Finally, the teacher spoke at maximum volume in a hoarse voice,
was angry, and, after asking multiple times for student cooperation and not having received it, the teacher lost control of the teacher’s emotions; the teacher was *screaming*.

In defining and ranking the three terms, the participants demonstrated a common understanding of a teacher’s escalation of affect in situations of increasing teacher frustration.

Classroom observations of the teacher’s interactions with the participants yielded a list of teacher actions, which were coded according to the purpose of the action into five verbal action categories: (1) *communicating*, (2) *correcting*, (3) *encouraging*, (4) *instructing*, and (5) *modeling*. Coding of the student feedback on *The Student Point of View* survey yielded two sets of teacher action categories: one of teacher actions of respect and one of teacher actions of *not* respect. The five categories of positively phrased teacher actions of respect were: (1) listening; (2) understanding; (3) helping; (4) answering; and (5) giving, letting, and treating. Giving, letting and treating were grouped as one category to reflect an offsetting match to the negative exemplar category of *behaving impolitely or unjustly* as seen in the five categories of negatively phrased teacher actions (which were *not* respect): (1) yelling, (2) talking down, (3) having an attitude, (4) questioning students’ choices, and (5) behaving impolitely or unjustly.

When compared, the three sets of categories were surprisingly cogent: the participant-generated feedback provided a specific positive exemplar and a specific negative exemplar for each general category generated from the classroom observations. When matched, the specific category items clarified the general categories. In essence, the participants were saying:

1. Teacher, when you communicate, do not yell, but do listen.
2. Teacher, when you correct, do not talk down, but do understand.

3. Teacher, when encouraging, do not have an attitude, but do help.

4. Teacher, when instructing, do not question my choices, but do answer.

5. Teacher, when modeling, do not be impolite or unjust, but do give (provide support/encouragement), do let (allow autonomy), do treat (promote equity).

Also, for use in describing how a teacher acts, the present participle (-ing) verbs serving as category labels were reduced to (1) Answers, (2) Gives, (3) Helps, (4) Lets, (5) Listens, (6) Treats, and (7) Understands. Here, both the capitalization and italicization serve to emphasize the labels serve as categories of teacher actions of respect. By the end of the study, a definition was resolved for each category (presented in alphabetical order):

- (Always) Answers all of my questions without an attitude,

- Gives me time to complete assignments, second chances, ideas, support, room to make mistakes, feedback, appropriate assignments, and encouragement.

- Helps me at all times, even if I do not ask, especially when a task is too difficult, to understand what we are learning and to solve issues.

- Lets me be in charge of myself and of my work.

- Listens attentively to me and to my comments, concerns, explanations, opinions, and questions without cutting me off.

- Treats other people well, treats all students equally and fairly under the same set of rules, treats me as an equal, and treats me in the same way as I treat them.

- Understands me and how I am feeling and what I want to say; Understands I have bad days, less content-area knowledge, dilemmas, personal circumstances, and other classes.
Thus categories, as well as the definitions of those categories, emerged from coding and led to the emergence of themes.

During the interviews with the participants, the three categories of *Gives, Lets* and *Treats* emerged as representing the interaction between the teacher as a person and the student as a person, which was termed as a person-to-person (interpersonal) relationship (on p. 101). The remaining four categories of *Listens, Understands, Helps,* and *Answers* emerged as representing the interaction between the teacher as a learner and the student as a learner, which was termed a learner-to-learner relationship (on p. 101). When Neill made his *ChetsChart* from his *RespectPrint,* Neill moved the three person-to-person categories to the front of the *RespectPrint* and placed the four learner-to-leaner categories last. Neill’s *ChetsChart* reflected the respect-due aspect of Goodman’s (2009) respect framework in that the category of *Gives* represented honoring *human dignity,* and Neill’s *ChetsChart* reflected the respect-earned aspect of Goodman’s (2009) respect framework in that the category of *Lets* represented *autonomy* and the category of *Treats* represented *equality.*

The seven categories of classroom respect represented two themes, person-to-person respect and learner-to-learner respect, which reflected two (of the three) domains of teaching: the *affective* and the *cognitive.* In general, the person-to-person theme reflected the *affective* domain while the learner-to-leaner theme reflected the *cognitive* domain. Distinction of domain is important, because when a student’s reckoning of respect is primarily cognitive, then the student compares what the teacher did with what the student *thinks* the teacher should have done in that situation for that student. When a student’s reckoning of respect is primarily affective, then the student compares how the
student feels with how the student wants to feel. To assess what the student emotes in comparison with an expectation would be to try to process the affective cognitively, which in is incongruent with what an emotion (by definition) necessarily is. While it is the affective domain that enables education to be aesthetic, the existence of both a cognitive comparison (experience to expectation) and an affective comparison (feeling to desire) is evidence in support of a primary premise of this research project.

The study participants provided examples of the meaning made for teacher actions in each of the seven categories:

1. **Gives**: The teacher *encourages* the student,
2. **Lets**: The teacher *believes in* the student,
3. **Treats**: The teacher *affirms* the student,
4. **Listens**: The teacher *converses with* the student,
5. **Understands**: The teacher *has compassion for* the student,
6. **Helps**: The teacher *adjusts for* the student, and
7. **Answers**: The teacher *explains to* the student.

The examples illustrate how a student might internalize a teacher action. If the student’s take-away is positive, then the interaction is maturative and, thereby, enacts the aesthetic.

Neill’s depiction that a teacher’s respect for a *student as a person* preceded respect for a *student as a learner*, Quincy’s application of the *reciprocity rule* to respect in the classroom, and Chester’s assertion that *some teacher actions were hypocritical*, built an argument that an adult teacher needs to respect an adolescent student by upholding standards for that student similar to the standards that teacher upholds for the
teacher’s self. Any standard a teacher cannot meet, as a person or a learner, that teacher should refrain from applying to a student (as a person or as a learner). Otherwise, in noting the duplicity, a student reckons the teacher action as not respect.

During the interviews, participants cited respectisms (on p. xxxi). The participants shared beliefs on respect that were conditional, three examples of which were:

1. Neill: “As long as I get [respect], I give [respect].”
2. Chester: “If a teacher doesn’t respect me,…I’m just not going to respect [that teacher] in return.”
3. Jarrett: “If you have a teacher that disrespects you…you stop respecting them.”

To examine the logic of the beliefs, the statements were paraphrased:

1. Neill: If you respect me, then I will respect you.
2. Chester: If you do not respect me, then I will not respect you.
3. Jarrett: If you disrespect me, then I will stop respecting you.

Therefore, the participants held that respect was conditional.

**Differences across-case themes.** The participants beliefs on respect differed in:

(a) meaning made of teacher actions of respect, (b) which teacher actions were reckoned as respect, (c) use of the Respect-shown Form, (d) willingness to confirm or to disconfirm action as respect to the teacher who had acted, and (e) number of teacher actions of respect chosen on the RespectPrint. The meaning the participants made of teacher actions of respect was attended to under Commonalities across-case themes (above on p. 111), but was also an aspect on which the participants differed. During the interviews, the participants shared 24 teacher actions of respect, none of which were the
same. Four participants shared five of those 24 actions of in a “Refrains from” format. Of the seven participants, only Shawna and Joann (both 15-year old female adolescent sophomores) filled out Respect-shown Forms. None of the 16-year old male adolescents (3 sophomores, 2 juniors) completed and turned in the optional Respect-shown Form. Out of seven participants, four were willing to either confirm or to disconfirm a teacher action to the teacher who enacted that action, while three participants were not willing. The seven participants varied in the total number of teacher actions of respect the participant reckoned as respect. For example, Neill chose all 80 actions, while Jarrett chose four.

When Neill attended to the importance of respect, he centered his comments on interactions with persons with whom he shared a relationship: (a) fellow students, (b) his aunt, and (c) his youth pastor. In this way, relationship served as the medium for interactions of respect and not respect. In other words, Neill assessed the meaning an action had within relationship by effectively wondering, “What does your action mean for our us?”

Quincy desired a response from another person commensurate with Quincy’s original treatment of that other. In this way, Quincy used his own actions as standards for his expectations of others. Quincy’s approach potentially established equivalency of treatment or equality of persons.

Chester recognized the ramifications of teacher actions of not respect, in that Chester realized he would refuse to return respect to a teacher for a lack of respect from a teacher. Likewise, Chester acknowledged that teacher action of respect would open his
mind to compromise with the teacher. In other words, teacher-to-student respect had the potential to inspire Chester’s trust of the teacher.

Terry’s expressed respect as quantized (digital): either respect is present (1) or respect is not present (0). Terry also expressed the general respect dynamic as conditional: if either a teacher or a student respected the other first, then the other would return respect for respect. However, Terry said his personal respect dynamic was to respect a teacher regardless of a teacher’s respect or not respect for Terry. Terry considered honesty and transparency necessary components of respect, and said a lack of respect yields a lack of trust.

Shawna focused on how a teacher treated her. Shawna tied poor treatment to a lack of both comfort in the classroom and confidence in asking questions. On the other hand, teacher actions of respect enabled Shawna to willingly participate in class and to, thereby, enhance her academic performance. Shawna’s assessment was usually affective.

Jarrett addressed issues of respect by an examination of the facts. He monitored the bottom line of whether or not an action helped him learn. Therefore, Jarrett’s approach to evaluating interactions with the teacher was generally cognitive.

Joann claimed respect affirmed the other person and provided that person with a sense of self-worth, which in turn inspired the person to live productively. In Joann’s estimation, respect inoculated a person against feeling both under-appreciated and depressed. In this way, Joann connected expressions of respect to affirmations of inherent worth (human dignity; Goodman, 2009).
Participants made meaning of respect via: (a) relationship, (b) treatment of another, (c) responses to another, (d) conditional responses, (e) affect, (f) cognition, and (g) affirmation of worth. Some participants expected a teacher to initiate respect; other participants were willing to initiate respect themselves. Expressed in the relationship to some minimum degree, respect promoted both affective comfort in the classroom, which affirmed the student as a person, and academic confidence in the classroom, which cognitively supported the student as a learner. Although the meaning of respect is different for different persons, the meaning reckoned is still respect.

Of the 24 teacher actions of respect the participants provided during the interviews, 5 had a “refrains from” component: (1) Refrains from using impatient body language (Chester), (2) Refrains from holding grudges on issues (Terry), (3) Refrains from being strict (Shawna), (4) Refrains from using non-respectful language (Shawna), and (5) Refrains from talking down to a student (Joann). While these four participants (Chester, Terry, Shawna, and Joann) offered teacher actions of respect with a “refrains from” component and three of the participants (Neill, Quincy, and Jarrett) did not. One participant (Shawna) offered two actions of respect with a “refrains from” component. The implication of a teacher action of respect stated in a “refrains from” form is that if the teacher were to engage in the action, then so doing would be a teacher act of not respect. One example of this was when Shawna named both uses respectful language and refrains from using non-respectful language as examples of teacher actions of respect (on p. 105). In another example, Joann shared: talks to a student; refrains from talking down to a student (on p. 105). Thus, some participants indicated that specifying
actions reckoned as respect also involved specifying actions a teacher should refrain from enacting.

The seven participants differed in whether or not each participant was willing to confirm or to disconfirm a teacher action as respect to the teacher who acted. Two (Neill and Jarrett) of the seven participants shared they had told a teacher which teacher actions that participant reckoned as respect, whereas the remaining five participants had not told a teacher. Then two (Chester and Shawna) of the remaining five participants shared that, instead of confirming a teacher action as respect, both had confronted (disconfirmed) a teacher for an action that was not respect. In response to an interview prompt, Chester shared:

It was because they, kind of, weren’t being respectful. Like, I wouldn’t say anything rude…I would just say, like, ‘I would appreciate it if you were to…’ Because it gets, it does get frustrating when they don’t try, or even look like they want to try. (INT04030422 16p3:07m09s)

Chester’s implementation of the phrase “I would appreciate it if you were to…” indicated he had appropriately asserted himself (an I-statement) in negotiating respect with a teacher who had shown not respect. Trèsa said, “I think the only time that I confront a teacher is if I feel disrespected” (INT0705042516p4:09m06s). Joann shared that she had neither confirmed nor disconfirmed a teacher action as respect, and also said she was unlikely to confirm a teacher actions as respect, because “I think I would be too afraid of the consequences to ever actually say something …that might, you know, offend them or [cause them to] feel differently” (INT10070428 16p7:14m00s). Thus, if the participants are representative of students, then a student is not necessarily going to
indicate to a teacher which actions that student reckons as teacher-to-student respect in the classroom.

In constructing the RespectPrints: (a) Neill retained all 80 teacher actions, (b) five participants (Quincy, Chester, Terry, Trèsa, Joann) retained between 19 and 43 teacher actions of respect, and (c) Jarrett retained only four. Jarrett was a learner who had achieved a high degree of competency. Therefore, two ideas arose: first, perhaps students in relationships of respect with teachers require fewer teacher actions of respect to retain the sense of being respected, and, second, perhaps a regard threshold exists above a discrete amount of teacher-to-student respect effectively enacted between a student and a teacher.

On Jarrett’s RespectPrint, he selected the teacher actions of: (1) trusts me, (2) relates to me, (3) changes pace to keep student caught up, and (4) spends time on a topic to make sure it is understood, as respect. Not only did this well-respected and respectful student select only four teacher actions of respect, but Jarrett selected Trusts me from the category of Lets, which was the category closely correlated with the autonomy aspect of respect-earned (Goodman, 2009). Jarrett’s organization of his ChetsChart from the teacher action of respect items on his RespectPrint highlighted the constructs of care, respect and trust. Therefore, perhaps the constructs of care, respect, and trust are three separate but equally important aspects of regard.

Furthermore, as suggested by Joann, perhaps when a teacher treats a student as another adult, signifying the recognition of increased autonomy and equality, the relationship is conducted from a seat of regard, stabilized by the treble expression of regard as care, as respect, and as trust (in whatever order), and requires little
maintenance to be sustained (because the relationship operates on a higher plane or above a regard threshold) which might represent proven-so-now-assumed-regard.

Within-case themes. In considering the participants’ feedback as a whole, three themes emerged: (1) quieted voices, (2) teacher compassion inspires student trust, and (3) trust as a third component of regard. The first theme involves teachers not attending to student voice. The second theme involves how teacher compassion for a student engenders that student’s trust of that teacher. The third theme involves trust, in addition to care and respect, as a third component of regard. Each theme is subtle, but noticeable when participant feedback is considered for the group of seven participants as a whole.

During verbal instructions for the first survey, The Student Point of View, I pointed out feedback could be submitted on the last page (blank) of the survey, which two participants (participant A; participant B) elected. Participant A wrote:

Our teacher will often call us up to talk about our grades. More often than not, she will say our grade out loud so it can clearly be heard by nearby people. When this happens, I feel embarrassed, undermined, and often insulted. If there would be no repercussions, I would tell her this information, along with how I would prefer to keep grades confidential. (SPOVSec1on041316Sur06)

The teacher action that caused this 16-year old, 10th grade, White, non-Hispanic male student to feel embarrassed, undermined, and insulted was an action of not respect.

Participant B, who used the blank sheet, wrote:

I was doing a project like the rest of the class and I said something about me respecting another person, but [the teacher] took [it] as offensive and yelled at me in front of the class, and I still don’t understand why or how what I said was wrong. I meant it to be a respectful thing. I am still confused as I do not know why she did what she did. She just yelled at me. I felt confused, belittled, and a little disrespected. (SPOVSec1on041316Sur01)
The teacher action that caused this 15-year old, 10th grade, White, male student to feel “confused, belittled, and…disrespected” (SPOVSec1on041316Sur01) was an action of not respect. Participants A and B shared three emotions each. Participant A felt: (1) embarrassed, (2) undermined, and (3) insulted; Participant B felt: (1) confused, (2) belittled, and (3) disrespected. Teacher actions, which result in negative affect for the student, are evidence of respect issues in the classroom. According to the seven participants, some students chose to approach a teacher to negotiate actions of respect after an incident of not respect, whereas other students choose to not approach a teacher. Other students will not even affirm a positive instance of teacher respect out of a concern the teacher “might take it the wrong way” (per Joann; INT1007042816p8:14m37s+). Such evidence suggests students need effective ways to negotiate respect with teachers.

During the interviews, each of the participants clarified why each was interested in participating in this study. Neill pointed out how sometimes teachers are “just not taking our input basically…not hearing us” (INT0101042016p8: 16m54s+). Chester admitted, “it does get frustrating when [teachers] don’t try [to be respectful], or even look like they want to try [to be respectful]” (INT0403042216 p3:07m24s). Terry noted, “Personally, I know a lot of [students who] had teachers that didn’t respect [them]…so I think [students] think that it’s important nowadays that [students] get to talk about it and try to fix the problems” (INT0604042216p6:11m37s). Shawna shared how a teacher “was kinda like disrespectful to me ‘cause like [the teacher] didn’t want to hear what I had to say, and I had to bring [the issue] to, like, the, the principal to get [the issue] changed” (INT0705042516pp4-5:10m57s). Jarrett noted that students “do deal with like respect problems [here at school]…and usually there is nothing you can do
about it. All you can do is complain to your friends, ‘cause, well, they’re the teacher…[Students] just have to deal with it” (INT0806042616 p8:19m58s). Joann pointed out both that “I know when teachers talk to students, sometimes… [teachers] won’t really, like, measure [the student’s] reaction afterwards, [the teacher will] just say something and go back to what they were doing” (INT1007042816p8: 15m38s). Herein, participants presented evidence the students needed a mechanism for addressing incidents of not respect, in an effort to negotiate actions of respect, because sometimes student voice is quieted.

Participants were asked on the first survey, *The Student Point of View*, to share the meaning made of an incident. Two other participants (Participant C; Participant D) pointed out two student needs in the relationship with the teacher: the first was *compassion*, and the second was trust. Participant C shared, “*This experience both made me respect [the teacher], and taught me that it is vital for a teacher to show a sense of compassion [to the student]*” (PI:24-14). Participant D shared, “*This experience gave me a sense of trust, breaking the barrier of trust that I feel is apparent between many teachers and their students*” (PI:48-32). Thus, teacher compassion for students is vital; a trust barrier exists between teachers and students.

During this study, one of the teachers who participated in observations in classrooms other than chemistry, confirmed the two constructs of compassion (care) and trust as student needs. After that teacher disclosed his background as similar to the backgrounds of his students, the teacher shared, “The big thing is compassion. We have to be compassionate to our [students regarding]…family drama…[and] personal drama. One of my best lessons is during the social-emotional health unit…[the students] have to
write a paper: ‘If you really knew me,’ and the [students] open up [to me] big time” (FN27:25APR16:p2:2:24). Thus, this teacher confirmed what the two study participants exhorted: when a teacher meets a student’s need for teacher compassion, that teacher cultivates that student’s trust of that teacher (also a student need).

The participants, primarily via interviews and documents (two surveys and one form), repeatedly brought up the constructs of care and trust when describing respect. In commenting on another participant’s submission of a teacher as action as respect, Chester said, “I feel like [the teacher action is] not really respect, because…the teacher just does not care enough” (INT0403042216p8:18m58s+). Terry, in describing why he considered respect important shared, “If people don’t have respect, then you can’t trust anybody” (INT0604042216p4:5m20s). In describing a difficulty with a particular teacher, Shawna said, “I wouldn’t really call that respect from her side, because [what] she did was she just dropped it, like [the problem] doesn’t matter” (INT0705042516p9:21m53s+). Regarding that particular problem, Shawna pointed out how her teacher “didn’t really care until I brought [the problem] to [the principal]” (p5:11m5s+). Joann explained, “I think respect is important, because, I mean, it shows that you actually care about someone” (INT1007042816p4:06 m02s). Thus, participants tied the constructs of care and trust to issues of respect.

The participants gave additional feedback on teacher actions of respect in terms of care and trust on the RespectPrints and on the ChetsCharts. Under the category of Understands on the RespectPrint there were two respect items that reflected the construct of care. The first was “cares about how I feel as a person,” and the second was “cares that I have emotions and feelings.” These items reflected the affective
domain and a student’s need of the teacher’s compassion for the student. Under the category of *Lets* on the *RespectPrint* there were two respect items that reflected the construct of trust. The first was “trusts me;” and the second was “trusts me enough to leave the class unsupervised.” These items reflected the cognitive domain and a student’s need of the teacher’s acknowledgement of the student’s increasing capacity for autonomy. Participants used the constructs of care and trust to describe teacher actions of respect.

On their *ChetsCharts*, not only did Chester and Jarrett organize teacher actions of respect under categories of their own making, but both also depicted those categories as culminating in trust. Chester’s categories were: *Polite, Caring, Acts on Caring*, and *Trust*, whereas Jarrett’s categories were: *Basic Level, Behaviors Gained*, and *Maximum Trust*. Also, the only teacher action of respect item Jarrett placed in his category of *Maximum Trust* was: *Trusts me*. Participants pointed to trust as an additional sign of regard.

Jarrett insightfully pointed out that persons “can’t really just generate respect, [persons] sorta have to earn it, too. Well, at least in order to keep [respect, persons have to earn respect]” (INT0806042616p9:22m16s). Two of the seven participants indicated two teacher actions of respect a student might earn from a teacher: the first was “treat students as adults” (Joann), and the second was “allot extra time when warranted” (Neill). These actions reflected teacher trust of the student (perhaps as a result of prior interactions with that student) which may foreshadow a third way students earn respect from a teacher: *Establish mutual trust.*
In saying that to keep respect, respect must be earned, Jarrett may have revealed a threshold of classroom respect as the point at which the student has earned a degree of respect from a teacher that is sufficient to sustain such respect with fewer demonstrations of respect. Perhaps, at such a point, a relationship of respect is maintained by mutual regard, forecasts future interactions of respect (or of care or of trust) as assured by past interactions. In this way, acts of regard in the past may act as guarantors of (desired and expected) acts of regard of the future (which is only a surmisal).

Although I previously invited the reader to refrain from linking care to respect, I recognize the seven participants pointed to care, to respect, and to trust as being related, and to trust as an additional sign of regard. Therefore I surmise: just as care and respect are two separate, equally important ways of expressing regard, perhaps trust is another separate, equally important aspect of regard. This brings to mind the image of a three-legged stool wherein each leg represents one aspect of regard: care, respect, and trust. Due to the fact that three points define a plane, the seat of the stool could represent the stability of a regard relationship that is, perhaps, reciprocally maintained.

At the beginning of the study, I collected demographic information to insure the seven participants were widely varied in respect from/for teachers, and also to insure at least one participant was “least like” the researcher. Participant feedback in this study on teacher-to-student respect in the classroom did not appear to vary according to age, ethnicity or gender other than the fact that the two female participants employed the optional Respect-shown Form, whereas the five male participants did not. It is possible that the culture of the STEM-focused high school subsumed the culture of the seven
individual participants to the point that feedback did not vary by other factors, such as ethnicity.
CHAPTER IV

RESULTS

The Play

BETWEEN THE BELLS

A Play in One Act

by

Pamela J. Engerer

3055 Lake Road
Silver Lake, OH 44224
Phone: (330) 688-7126
E-mail: pjengerer@gmail.com
Cast of Characters

BlueShirt Student (BSS): All are 10th grade students wearing Go-Pro cameras strapped to their foreheads during Scene 2 and t-shirts of a designated color. On the back of each t-shirt are two large white parallel bars inside a white circle that will be used as a “pause” button by other characters. A “pause” on any student button “pauses” all 4 students simultaneously. Characters could vary in height and/or build and/or gender and/or ethnicity at the Director’s discretion. Carry xylophones.

GreenShirt Student (GSS): Scene 2 and t-shirts of a designated color.

OrangeShirt Student (OSS):

PinkShirt Student (PSS):

Twitter Feedback Student (TFS): 10th grade student wearing a t-shirt in Twitter colors with a Twitter logo in white visible on front and back of the t-shirt.

The Classroom Teacher (TCT): A woman in mid-20s wearing a Navy blazer with a large “pause” button, like the students have on the color t-shirts, on the back. A “pause” on the Teacher simultaneously “pauses” the Teacher and all the students in the room. In Scene 1 wears a GoPro camera strapped to forehead. When “paused” TCT covers the camera lens. Carries a xylophone.

3 Nude Players (P2P): Wearing nude-colored long-sleeved long-legged bodysuits and nude shoes and socks. Each character’s name is spelled out in embroidered-on letters across the back, high on the shoulders, like on a sports uniform, as well as “P2P” for person-to-person on the back in large letters/number like the number on a sports uniform. Each player has a xylophone stick in their front pocket.

Gives: Has a large Gift-shaped pocket on the front of the bodysuit centered on chest with paper messages.

Lets: Carries “signed permission slips” for “everything” in front pocket that looks like a large manila inter-office mail envelope.
Treats: Carries individually wrapped rice crispy treats in a front pocket that looks like a large cupcake.

4 Stagehands (L2L): Wearing black long-sleeved, long-legged body hugging clothes and black shoes and socks, but glow-in-the-dark gloves. Each character’s name is spelled out in embroidered-on glow-in-the-dark letters across the back, high on the shoulders, like on a uniform, as well as “L2L” for learner-to-learner on the back in large glow-in-the-dark letters/number like the number on a sports uniform. Each player has xylophone stick in their front glow-in-the-dark pocket, except “Listens” who stores it by stowing it in the glow-in-the-dark headband.

Listens: Wears a glow-in-the-dark blindfold over the eyes (but not over the ears) and has glow-in-the-dark duct tape across mouth. The character Helps assists the character Listens in moving around on the stage.


Helps: Wears a large “red cross relief agency” shaped glow-in-the-dark symbol centered on chest. The character Helps assists the character Listens.

Answers: Wears a large glow-in-the-dark “Q/A” centered on chest.

ACT I

Scene 1 High school classroom. Day #1; present day.
Scene 2 High school classroom. Day #2; present day.
Scene 3 High school classroom. Day #3; present day.
Scene 4 High school classroom. Twitter Repeat of Day #3
Set

5 monitors mounted above the stage, in front of the curtain and labeled for broadcast:

<table>
<thead>
<tr>
<th>Monitor</th>
<th>Monitor</th>
<th>Monitor</th>
<th>Monitor</th>
<th>Monitor</th>
</tr>
</thead>
</table>

NOTE: Actors need to aim the camera at the character’s point of view (POV). An actor may limit a POV by blocking the camera lens. One monitor needed for TCT in Scene 1.

Key:  
- An = Answers
- D = Desk
- DOP = Digital Overhead Projector
- Gi = Gives
- He = Helps
- Le = Lets
- Li = Listens
- Piano = Upright Piano
- PPT = PowerPoint
- POD = Podium
- RUG = Rug
- S = Stool
- SP = Standing Position
- ST = Positions of the 4 extra stools.
- Tr = Treats
- TDC = Teacher Desk Chair
- Un = Understands

Props: 4 Desks, flat-topped, identical.
- 1 Desk Bell.
- 1 Piano, upright, UPSTAGE LEFT until Scene 3, then CENTER STAGE LEFT.
- 1 Podium, flat-topped, functions as a bookcase when laid on its side on floor.
- 1 Projector Screen, very, very large.
- 1 Remote control.
- 1 Rug, 8’ x 10’ or larger.
- 4 Stools, low, identical (plus 4 more in Scene 3).
- 1 Teacher Desk Chair.
- 6 Xylophones, each of a different appearance, but all 6 the same octave.
- 8 Xylophone sticks (in addition to the 6 with the xylophones).
- 1 Dolly.

Students have laptops, phones, and either earbuds or headphones.

NOTE: *Italicized dialogue*: character speaks thoughts out loud to self, but for audience.
Stage Location | Projector Screen hung above Actors heads in full view of Audience
---|---
UPSTAGE: | Piano
STAGE CENTER: | DOP
DOWNSTAGE: | RUG

Figure 1. Top view of the stage props permanent for all scenes

| UPSTAGE: | Seated: BSS | GSS | OSS | PSS |
| | Stool: S1 | S2 | S3 | S4 |
| | Facing: ↓ | ↓ | ↓ | ↓ |
| | Desk: D1 | D2 | D3 | D4 |
| STAGE CENTER: | POD |
| | Facing: ↑ |
| | Standing: TCT |
| DOWNSTAGE: | TFS in TDC |

Figure 2. Scene 1: Audience view of the classroom teacher’s perspective

| UPSTAGE | Standing: TCT |
| | Facing: ↓ |
| | Dolly |

| STAGE CENTER: | Desks: D1 | D2 | D3 | D4 |
| | Facing: ↑ | ↑ | ↑ | ↑ |
| | Stool: S1 | S2 | S3 | S4 |
| | Seated: BSS | GSS | OSS | PSS |
| DOWNSTAGE: | TFS in TDC |

Figure 3. Scene 2: Audience view of the students’ views
Table 5. Musical notes and instrument assignments

<table>
<thead>
<tr>
<th>Character</th>
<th>Musical Notes</th>
<th>“Instrument”</th>
</tr>
</thead>
<tbody>
<tr>
<td>The Classroom Teacher (TCT)</td>
<td>A  B  C₅</td>
<td>Xylophone 1</td>
</tr>
<tr>
<td>BlueShirt</td>
<td>C₅  B  A</td>
<td>Xylophone 2</td>
</tr>
<tr>
<td>GreenShirt</td>
<td>G  G  G</td>
<td>Xylophone 3</td>
</tr>
<tr>
<td>OrangeShirt</td>
<td>A  B  A</td>
<td>Xylophone 4</td>
</tr>
<tr>
<td>PinkShirt</td>
<td>F  F  F</td>
<td>Xylophone 5</td>
</tr>
<tr>
<td>Twitter Feedback Student (TFS)</td>
<td>C₄  A  G</td>
<td>Piano</td>
</tr>
</tbody>
</table>

*Note: Xylophones of different appearances, but with the same octave, are used.*
Prologue

Conclusions (results) are presented in the one-act play: *Between the Bells.* Actors portray the classroom transaction wherein maturative social interactions expiate educative personal experiences (expiated experiaction), which is education that functions aesthetically. According to participants, expiated experiaction supports engagement and achievement.

People are persons first; every role a person assumes is secondary to personhood. Classroom respect is the respect between a teacher and a student in the classroom. This study considered *teacher-to-student* classroom respect, because persons who choose to become teachers should intend to respect students. Plus, as participants Terry and Jarrett pointed out, *if* the teacher respects the student, *then* the student will respect the teacher.

Within the relationship, the teacher can relate to the student as a *person* who should intend to learn, or as a *learner* who accrues knowledge or abilities. Likewise, the student can relate to the teacher as a *person* who models learning, or as a *learner* who also accrues knowledge or abilities. According to participants, students prefer the teacher connect with the student as a person *first,* and then with the student as a learner *second.*

Students reckon as respect teacher actions that *affectively or cognitively meet or exceed a student’s respect desires or respect expectations by encouraging or supporting the student as a person or as a learner.* To reckon a teacher action as respect, a student asks the student’s self one or two respect-reckoning questions (in either order):

1. *Does this teacher action encourage or support me as a person or as a learner?*
2. *Does this teacher action meet or exceed what I think a teacher should do for me as a person or as a learner?*

If the student can answer “Yes” to either question, then the student reckons the teacher action as respect. In *making meaning* of a teacher action reckoned as respect, a student generally asks the student’s self one or two meaning-making questions (in either order):

1. *How does this teacher action affect me as a person or effect me as a learner?*

2. *Is this teacher action what I wish this teacher would do for me as a person or as a learner?*

During either the process of *reckoning respect* or the process of *making meaning*, a student might not consciously pose any of the four questions to himself in a literal fashion. Rather, the student gauges the impact of each teacher action on the student.

The student, as a person, *expects* the teacher, as a person, to *unconditionally* treat the student as equal in human dignity. This is person-to-person *respect-due* (Goodman, 2009). The student, as a learner, *desires* the teacher, as a learner, conditionally acknowledge the student’s increasing capacity for *adult-like* autonomy and *adult-like* equality. This is the learner-to-learner *respect-earned* (Goodman, 2009). The adolescent student’s expectation to increasingly be treated as an adult by the teacher is not always consciously recognized by the student. To effectively respect a student, a teacher needs to recognize the student *desires* the one particular type of respect, *expects* the other particular type of respect, and *prefers* the expression of person-to-person respect to precede the expression of learner-to-learner respect. Essentially, respecting the student earns the teacher that student’s respect.
ACT I

Scene 1

SETTING: A high school classroom, the teacher standing at a podium, facing UPSTAGE and four students seated on low stools at desks, the 4 desks are spread out in a line running across STAGE CENTER from STAGE RIGHT to STAGE LEFT. The students face DOWNSTAGE. The DOP, the TDC, the projector screen, the piano and the rug are positioned as depicted in Figure 4.2. Students have laptops open before them on the desks; each also has a cell phone. 2 students, BLUESHIRT and ORANGESHIRT each have earbuds in one ear while the other earbud dangles. 2 students, GREENSHIRT and PINKSHIRT have headphones on with one side of the headphone on ear while the other side is not on an ear. Students bored; Players & Stagehands uncomfortable; Teacher preoccupied.

AT RISE: Seated in the TDC swiveling back and forth slowly and slightly DOWNSTAGE RIGHT is the TFS who holds an oversized metal key ring with one oversized metal key on it in one hand and an ordinary desk bell in the other. Seated on the Rug are Gives, Lets, Treats, Listens, Understands, Helps and Answers who are handcuffed to one another in that order, but seated in a sloppy line, only Gives has an uncuffed hand. Answers’ other hand is handcuffed to a matching over-sized metal ring bolted to a sidewall DOWNSTAGE LEFT. A PowerPoint slide is projected onto the oversized projector screen upstage and the slide reads: “Day 1: Balancing Chemical Equations.”

NO DIALOGUE IN SCENE 1: Events are communicated by action or gesture or xylophone or desk bell. The 3 Players and the 4 Stagehands are NOT visible to TCT and students and have an effect on TCT and the 4 students without TCT and students’ knowledge.
Characters make a few guttural sounds at some junctures, but are not answered by another character, so no literal “dialogue” in Scene 1. (School Bell rings briefly offstage.)

THE CLASSROOM TEACHER (TCT)
(TCT takes attendance using Xylophone 1, “Are you here?”)
A – B – C⁵
BLUE-SHIRT
(BLUESHIRT responds using Xylophone 2, “Yes, I am.”)
C⁵ – B – A
THE CLASSROOM TEACHER
(TCT takes attendance using Xylophone 1, “Are you here?”)
A – B – C⁵
GREENSHIRT
(GREENSHIRT responds using Xylophone 3, “Yes, I am.”)
G – G – G
THE CLASSROOM TEACHER
(TCT takes attendance using Xylophone 1, “Are you here?”)
A – B – C⁵
ORANGESHIRT
(ORANGESHIRT responds using Xylophone 4, “Yes, I am.”)
A – B – A
THE CLASSROOM TEACHER
(TCT takes attendance using Xylophone 1, “Are you here?”)
A – B – C⁵
PINKSHIRT
(PINKSHIRT responds using Xylophone 5, “Yes, I am.”)
F – F – F
TWITTER FEEDBACK STUDENT (TFS)
(TFS hits Desk Bell 5 times in rapid succession to indicate success.)
DING-DING-DING-DING-DING

THE CLASSROOM TEACHER
A – B – C

(TCT simultaneously strikes notes on Xylophone 1 while using an exaggerated motion to click a remote control, in her other hand, pointed at the UPSTAGE projector screen, to advance the PPT slide to one that says in black font on a white background:

<table>
<thead>
<tr>
<th>Day 1: Balancing Chemical Equations</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mass of Reactants = Mass of Products.</td>
</tr>
</tbody>
</table>

(Next, each STUDENT, one at a time, lifts eyes from computer screen or phone screen appears to look at a screen in front of the student, and behind the teacher, DOWNSTAGE, although the screen is really UPSTAGE and behind the students for the audience to view. STUDENTS appear to focus at the same distance, perhaps at the Curtain Line even though the Curtain is open)

BLUESHIRT
(Chimes confirmation, then looks back down at either computer screen or phone screen.)
C – B – A

GREENSHIRT
(Chimes confirmation, then looks back down at either computer screen or phone screen.)
G – G – G

ORANGESHIRT
(Chimes confirmation, then looks back down at either computer screen or phone screen.)
A – B – A
PINKSHIRT

(Chimes confirmation, then looks back down at either computer screen or phone screen.)

F – F – F

TWITTER FEEDBACK STUDENT

(TFS hits Desk Bell 5 times in rapid succession to indicate success.)

Ding-Ding-Ding-Ding-Ding!

(Teacher walks to TFS at DOWNSTAGE LEFT, judiciously puts her palm out to request the Desk Bell be handed over.)

(TFS cheerily puts the Desk Bell in the Teacher’s hand and smiles up at her.)

(TCT turns on her heels, returns to STAGE CENTER and places the Desk Bell on her Podium.)

(TFS sneaks a sheepish look at the PLAYERS and STAGEHANDS across the stage and seated on the carpet. Each of whom responds in stifled amusement.)

THE CLASSROOM TEACHER

A – B – C

(TCT simultaneously strikes notes on Xylophone 1 while using an exaggerated motion to click a remote control, in her other hand, pointed at the UPSTAGE projector screen, to advance the PPT slide to one that says: )

<table>
<thead>
<tr>
<th>Day 1: Balancing Chemical Equations</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mass of Reactants = Mass of Products.</td>
</tr>
<tr>
<td>Homework Packet Due Tomorrow</td>
</tr>
</tbody>
</table>
BLUESHIRT
(Looks up at fictitious screen, face falls, absent-mindedly tugs at earbud cord, so earbud falls out onto desk with a “plop.” And slowly lowers head to desktop, with a “thunk.” Followed by a short, quiet:) Groan (An Onomatopoeia).

THE CLASSROOM TEACHER
A - …
(TCT begins to play signature notes, but only gets the first note struck when…)

(TFS sees the action unfolding and quickly rises from TDC leaving it spinning slightly, strides to the TEACHER at the podium and quickly presses the symbolic pause button on her back, she and the students freeze…)

TWITTER FEEDBACK STUDENT
Uh-oh.

(…and the TFS gently pulls the xylophone stick from her frozen hand, moves to STAGE RIGHT of BLUESHIRT, and touches the stick, to BLUESHIRT’S head, holding it there in order to hear BLUESHIRT’S thoughts which BLUESHIRT voices as if talking to himself.)

BLUESHIRT
How does this effect me? OH NO! Coach won’t let me play in the game tonight if I can’t finish the packet first. What do I think the teacher should do in this situation? I expect her to give me more notice for such a long homework packet.

(TFS returns to the podium.)

TWITTER FEEDBACK STUDENT
C⁴ – A – G
(Puts stick back in TCT’s hand, hits the fictitious pause button to un-pause the TCT, returns to sit in TDC.)

THE CLASSROOM TEACHER
(Stride to BLUESHIRT’S desk and plays BLUESHIRT’S three-note tune on BLUESHIRT’S xylophone…)

C⁵ – B – A
(BLUESHIRT raises his head, looks up at the TEACHER quizzically)

(TCT emphatically signals “two” with two fingers and quizzically looks back at BLUESHIRT)

(BLUESHIRT smiles widely and slowly raises a thumbs-up to the TCT)

(TCT returns to the podium and…

THE CLASSROOM TEACHER

Ding-Ding-Ding-Ding-Ding!

…rings the Desk Bell to signal “We did it!”

(TFS anticipates TCT’S move, rises, strides to the teacher at the podium and hits the Pause Button.)

TWITTER FEEDBACK STUDENT

(Turns and heads to the rug with the key in hand and unlocks the handcuff holding GIVES to LETS. When GIVES rises, TFS turns, hands The key ring and key to GIVES and returns to sit in TDC.)

GIVES

(Rises, rubs wrist and strides to the podium, picks up the remote, aims it at the screen, and clicks it. A new PowerPoint slide, white font on black background, shows the definition of GIVES…)

---

GIVES me:

1. Time to complete assignments,
2. Second chances,
3. Ideas,
4. Support,
5. Room to make mistakes,
6. Feedback,
7. Appropriate assignments, and
8. Encouragement.

…GIVES strides back to the rug and unlocks LETS and TREATS, who stand, and each rub
their own wrists. GIVES crosses the stage, tossing the key ring to TFS on the way, to stand behind BLUESHIRT who is sitting on his stool, GIVES faces DOWNSTAGE. LETS and TREATS go hang out by TFS who is in TDC.)

(TFS rises, strides to the podium, picks up the remote and displays the PowerPoint slide:)

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</tr>
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<td>The day after <strong>Tomorrow</strong></td>
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</table>

TWITTER FEEDBACK STUDENT

(...picks up the xylophone stick and says...)

F – F - G

(...TFS lays stick back down. Unpauses the TCT and returns to sit in TDC, but LETS has seated himself in the TDC, so TFS cheerily takes a seat on the floor nearby.)

THE CLASSROOM TEACHER

A – B – C⁵

(TCT simultaneously strikes notes on Xylophone 1 while using an exaggerated motion to click a remote control, in her other hand, pointed at the UPSTAGE projector screen, to advance the PPT slide to one that says: )

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</tr>
</tbody>
</table>

You are in charge of how you spend the remainder of this class period.
LET'S
(Races up, pauses the TCT, grabs the remote, and clicks it to a new PowerPoint slide that says in white font on black background: )

LET'S me
be in charge of:

1. Myself, and
2. My work.

LET'S
(Ding-Ding-Ding-Ding-Ding!
...and turns to the Audience and pumps both arms up and down over head while slightly bent at the waist and at the knees - throwing whole body into the motion. First time audience is directly acknowledged by a cast member. LETS unpauses the TEACHER and then moves UPSTAGE to stand behind the seated students and, in such an excited state he paces back and forth behind the students, mostly facing DOWNSTAGE.)

THE CLASSROOM TEACHER
(Teacher, oblivious to GIVES and LETS before her and behind her STUDENTS, snaps her fingers as she realizes she forgot something, picks up the remote, clicks it at the screen and displays the PowerPoint slide with the words: )
Day 1: Balancing Chemical Equations

Mass of Reactants = Mass of Products.

Homework Packet Due Tomorrow
The day after Tomorrow
PLEASE
You are in charge of how you spend the remainder of this class period.
THANK YOU!

(…TCT lays down the remote, turns, crosses to DOWNSTAGE RIGHT where the TDC is located with TFS sitting on the floor near it. And sits down in the TDC.)

(Simultaneously, TREATS flies out of the TDC, and up to the Podium, timing it so as to pass the teacher who is crossing oppositely without ever being in her line of sight (GoPro Camera), from Podium to Chair, so as to be able to refrain from pausing her, grabs the remote gleefully and brings up the slide:

TREATS:
1. Other people well (is polite),
2. Treats all students equally & fairly under the same set of rules,
3. Treats me as an equal, and
4. Treats me in the same way I treat them.

TREATS
Ding-Ding-Ding-Ding-Ding

(…then TREATS races to behind the line of students to join both GIVES and LETS and all three celebrate with jumping or fist-bumping or high-fives or hugs or whatever, just as the celebration begins to settle down…)

(As GIVES, LETS, and TREATS celebrate, TFS walks across stage to the RUG and unlocks

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LISTENS, UNDERSTANDS, HELPS and ANSWERS. They each stand up, rubbing wrists and as soon as all are freed and standing...

(School Bell rings briefly offstage.)

(CURTAIN)

(END OF SCENE)
ACT I

Scene 2

SETTING: A high school classroom, the teacher standing at a podium, but now the room is flipped from what is was during Scene 1, so the teacher faces DOWNSTAGE and 4 students seated on low stools at desks, with desks spread out again on a line running across STAGE CENTER from STAGE RIGHT to STAGE LEFT. The students face UPSTAGE. The DOP, the TDC, the projector screen, the piano and the rug are positioned as depicted in Figure 4.3. Students have laptops open before them on the desks; each also has a cell phone. Two students, BLUESHIRT and ORANGESHIRT each have earbuds in one ear while the other earbud dangles. Two students, GREENSHIRT and PINKSHIRT have headphones on with one side of the headphone on an ear while the other side is not on an ear. The characters of LISTENS, UNDERSTANDS, HELPS and ANSWERS, in that order, are each behind one of the seated students, seated cross-legged and facing DOWNSTAGE, temporarily. GIVES, LETS, and TREATS mill about the room happily.

AT RISE: TFS is again seated in TDC in same location, DOWNSTAGE RIGHT, and again, swivels in the chair slightly and slowly. TFS has possession of the Desk Bell again. A PowerPoint slide is projected onto the oversized projector screen upstage and the slide reads: “Day 2: Balancing Chemical Equations.”

NO ACTION IN SCENE 2: The TCT and the four students, remain in place, the teacher standing and the students sitting, but are otherwise allowed to move in place, like pointing or clapping or stomping. The 3 P2P PLAYERS are now visible (have been defined by students) to both TCT and to the students, but the STAGEHANDS are not visible. Each of the STAGEHANDS becomes visible to the students after the student
definition has been revealed for that STAGEHAND.
(School Bell rings briefly offstage.)

THE CLASSROOM TEACHER
(TCT takes attendance again.)

A – B – C⁵

(All 4 students answer in quick succession)

C⁵ – B - A

GREENSHIRT

G – G – G

ORANGESHIRT

A – B – A

PINKSHIRT

F – F – F

TWITTER FEEDBACK STUDENT
(TFS affirms attendance is done)
Ding-Ding-Ding-Ding-Ding-Ding

THE CLASSROOM TEACHER
(TCT turns and looks at TFS slightly sternly and signals with her hand for him to approach and to hand over the Desk Bell.)

A – B – C⁵

(TFS pops up quickly and strides over quickly and hands over the Desk Bell cheerfully, then pulls out the TFS own xylophone stick and responds to TCT on TCT’s xylophone on the podium.)

C⁴ – A - G

TWITTER FEEDBACK STUDENT

A – B – C⁵

(TCT puts her hand out and signals TFS to hand over the xylophone stick.)
TWITTER FEEDBACK STUDENT
(TFS sidesteps TCT just long enough to answer…

F – F – G
…and cheerily hands xylophone stick to TCT)

(TCT frowns when TFS does not immediately hand the xylophone stick over, but smiles when TFS finishes the second tune and relinquishes the stick cheerily, takes the stick and stows it on a shelf in the body of the podium)

THE CLASSROOM TEACHER

A – B – C₅
(TCT simultaneously strikes notes on Xylophone 1 while clicking a remote control, in her other hand, pointed over her shoulder at the UPSTAGE projector screen, to advance the PPT slide to one that says in black font on a white background:

Day 2: Balancing Chemical Equations

Coefficients and Subscripts

BLUESHIRT ⇒ GREENSHIRT ⇒ ORANGESHIRT ⇒ PINKSHIRT
(Students look up in near unison and answer in very quick succession: )

C₅ – B – A ⇒ G – G – G ⇒ A – B – A ⇒ F – F – F

THE CLASSROOM TEACHER

Good attentiveness class. Who has questions?

PINKSHIRT
(Raises hand)

I do.

THE CLASSROOM TEACHER
(Looks quickly at the faces of other 3 students)

No one else? OK. The rest of you keep working. Pinkshirt, ask me your questions.

PINKSHIRT

Would you please come here?
Is that your question?

Yes.

No. Bring your question here.

But I cannot move. Can you?

No, I cannot move for the same reason you cannot move. I have to stay put.

Would you please come here anyway?

(Teacher looks over to TFS, waves TFS over with hand signal, points to the Dolly at STAGE RIGHT, and waits for TFS to roll the dolly over to her podium.)

(TFS rises, goes to the Dolly and rolls it up behind the TEACHER, lifts the TEACHER and rolls TCT to the front of PINKSHIRT’S desk, the teacher faces DOWNSTAGE. TFS waits.)

Yes, PINKSHIRT, I am here now, what is your question?

May I go to the bathroom?

That’s your question?

Yes. May I?

Yes.

(Teacher raises her arm quickly flips her wrist in the direction of the podium and says:) Take me back to the Podium, please, Twitter.
(TFS takes TCT back to her position at the podium)

THE CLASSROOM TEACHER
Twitter, please take PINKSHIRT to the restroom, stop rolling her at the entrance, wait there for her, and when she is ready bring her back.”

TWITTER FEEDBACK STUDENT
OK.

(TFS rolls Dolly up to PINKSHIRT’S desk, PINKSHIRT stands up, TFS takes her way, exiting DOWNSTAGE LEFT.)

(ANSWERS stands up and goes over to UNDERSTANDS and they converse in muted voices so no one can hear the words, but when they are done, ANSWERS takes a seat behind GREENSHIRT and UNDERSTANDS goes to sit behind PINKSHIRT’s currently empty chair.)

(GREENSHIRT raises a hand, when TCT does not see the raised hand right away, GREENSHIRT says:) GREENSHIRT

I have a question.

THE CLASSROOM TEACHER

(Acid tone)
No, GreenShirt, you cannot go to the restroom. Twitter and the Dolly are busy.

GREENSHIRT

(Sincerely)
Thank you, Teacher, but that is not my question.

THE CLASSROOM TEACHER

(Abashedly)
Oh. Sorry. What is your question?

GREENSHIRT

What is the difference between a Coefficient and a Subscript?

(Teacher stares at GREENSHIRT for a moment, and then says to the rest of the class, without taking her eyes off of GREENSHIRT.)
THE CLASSROOM TEACHER
Class, who can explain to Mr. Greenshirt here the difference between a coefficient and a subscript?

(Long pause. No hands are raised. Teacher looks at each student individually. Just at that moment, Twitter wheels PINKSHIRT back into the room on the Dolly and right up to PINKSHIRT’s desk. PINKSHIRT sits down on her stool.)

THE CLASSROOM TEACHER
(Sarcastically)
I am glad you are back, Pinkshirt. Maybe you are the only student today who knows the difference between a coefficient and a subscript. Please explain that to everyone.

PINKSHIRT
(Embarrassed)
Um. No, I can’t. That was going to be one of my questions when I got back here to the room. I did not have the chance to ask you yet.

THE CLASSROOM TEACHER
(Perturbed)
Well,…

(In this moment, ANSWERS stands up from behind GREENSHIRT’S stool, walks up to TCT, to whom ANSWERS is still invisible, and presses TCT’s pause button, which the audience cannot see, but the audience has seen the motion before and knows what ANSWERS has done. Answers picks up the xylophone stick, touches one end gently to TCT’s head, and holds the stick there while the teacher speaks the teacher’s thoughts:)

THE CLASSROOM TEACHER
Has no one read the packet? Has no one done the study problems? Did no one even look at the book?

(ANSWERS takes the stick away from TCT’s head and walks over to GREENSHIRT, touches the stick gently to GREENSHIRTS head, holds it there as GREENSHIRT speaks GREENSHIRT’s thoughts:)

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GREENSHIRT

I read the packet. I did as many of the problems as I could, but my answers are not matching the answer key in the back of the book. Why can’t the teacher just always answer all of my questions without any attitude? This affects me by embarrassing me and by making me regret going to the teacher with my question. I expect her to answer because, as a teacher, she is supposed to be teaching and, as a student, I expect her to help me learn.

(ANSWERS pulls the stick away from GREENSHIRT’S head, goes to the podium and returns the stick, then picks up the remote and clicks it toward the UPSTAGE screen, and shows a new slide with white font on a black background:

ANSWERS:

Always answers all my questions without an attitude.

(ANSWERS points to HELPS and signals HELPS to “pause” the students as soon as ANSWERS un-pauses the teacher. Gives, Lets and Treats, whom the teacher can now see come and stand on the three sides of GREENSHIRT: LETS and TREATS on the sides, facing GREENSHIRT and GIVES behind GREENSHIRT facing UPSTAGE toward the screen. ANSWERS un-pauses teacher, HELPS immediately pauses the students by pressing “pause” on the back of ORANGESHIRT.)

(Startled)

THE CLASSROOM TEACHER

Oh! My! What was I thinking? Geeze.

(Looks at the P2P PLAYERS near GREENSHIRT, and glances at screen UPSTAGE, does a double-take, then reads the screen out loud to herself:)

“Always answers all my questions without an attitude.” Of course! Why didn’t I think of that?

(ANSWERS pauses the teacher to resynchronize the teacher with the students and then un-pauses the

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teacher again, reanimating the teacher and the students. GIVES, LETS, and TREATS walk casually away from GREENSHIRT.)

THE CLASSROOM TEACHER

(Sincerely)

OK. Well maybe a packet, a book, and some class time during which to study are not the only things students need in order to be learners. (Pauses) I guess…I was a learner today.

(UNDERSTANDS arises from behind PINKSHIRT, goes up and “pauses” TCT, and uses the remote to display yet another PPT slide with white font and black background:)

UNDERSTANDS:

1. Me,
2. How I am feeling, and
3. What I want to say.

UNDERSTANDS I HAVE:

1. Bad days,
2. Less content-area knowledge,
3. Dilemmas,
4. Personal circumstances, and
5. Other classes.

(UNDERSTANDS returns to TCT, gently turns her around so she faces the UPSTAGE screen, unpauses her and walks away.)

(Startled again, but less than before, haltingly reads screen aloud to self)

THE CLASSROOM TEACHER

Whoa! What? Oh, um…”Understands me, how I am feeling, and what I want to say.” Hmmm…sounds like some compassion…”Understands I have: bad days”…gosh, me, too…”less content-area knowledge”…sure, that’s why I’m here…”dilemmas, personal circumstances, and other classes.” Mmmmm…I can understand those things.

(LISTENS arises from LISTENS’ seated position behind BLUESHIRT, HELPS sees
LISTENS rise and moves to LISTENS’ side, takes LISTENS’ arm which is bent at the elbow to 90°, and HELPS guides LISTENS to the podium and HELPS places the remote in LISTENS hand, HELPS then points LISTENS’ hand with a straight arm at the screen, a contemplative TCT happens to glance back up just as LISTENS clicks the remote in the direction of the screen and TCT witnesses the screen change to a new slide. TCT startles, throws an open palm up to her mouth, and twists her torso to look around the room and then down at the remote, which, by then, has been put back down on the podium and is still. TCT shakes her head as if to clear it, and looks back up at the screen, takes one step closer UPSTAGE CENTER and reads the new slide: )

LISTENS

LISTENS ATTENTIVELY, without cutting me off, to my:

1. Comments,
2. Concerns,
3. Explanations,
4. Opinions, and
5. Questions.

THE CLASSROOM TEACHER

(Talking to self, indecisively at first, then grows more confident, as if resolving on the spot to listen more attentively and consistently)

I do that...Don’t I do that?...Well, I can do that...(pauses)...I will do that. (TCT turns back toward the students, steps to the podium, picks up the remote, looks at it while turning it around in her hand, and then speaks to it: )

What else can you tell me? Anything? Is there more? (TCT looks up at the screen then lifts the remote, and clicks it toward the screen and jumps back slightly when the slide changes to: )
HELPS

HELPS me at all times, even if I do not ask, and especially when a task is too difficult.

1. To understand what we are learning, and
2. To solve issues.

(Reading the slide)

THE CLASSROOM TEACHER

“Helps me at all times, even if I do not ask, and especially when a task is too difficult, to understand what we are learning, and to solve issues.”...Whoa...huh?!...”Even if I do not ask?”...ummm...OK...I can do that...help even if you do not ask.

(TCT looks down at the remote in her hand and speaks to it)

What else can you do? Order lunch?

(School Bell rings briefly offstage.)

(CURTAIN)

(END OF SCENE)
ACT I

Scene 3

SETTING: A high school classroom. The four stools are lined up STAGE CENTER in a row across the stage from STAGE RIGHT to STAGE LEFT, but spaced closely enough together that the four students could all sit comfortably next to one another at the same. In line with the row of stools is the upright piano, which has been moved forward from UPSTAGE LEFT to STAGE CENTER LEFT. The key cover, if any, on the piano has been raised, and the keys are visible. The four desks are positioned edge to edge in a square directly in front of the TDC which is in its original position DOWNSTAGE RIGHT, and four more stools are placed in designated positions around the one large table formed by the four desks. The Podium has been laid on its side and is lying on the UPSTAGE side of UPSTAGE edge of the Rug and the bottom of the Podium is pushed flush with the far STAGE LEFT edge of the rug. Some books have been placed in the podium so that it now functions as a bookshelf; space is left for more books to be inserted. A half wall or wall along the far STAGE LEFT edge of both the Podium and Rug provides a stable surface for the students to lean on. (As depicted in Figure 4.4)

AT RISE: TCT is seated in the TDC at the table and facing STAGE LEFT. The teacher has a laptop open in front of her and also has a cell phone. The teacher also has two stacks of papers, one of unit study packets and one of unit quizzes, which always lies face down. The four students lounge on the rug in varying positions. Each student has a laptop open in front of the student, a cell phone and either ear buds or headphones, as previously specified. Students change positions at will, and are creative with seating positions, including sitting or leaning on the podium/bookshelf. Students focus on
either the laptop screen or the phone screen in front of them. And occasionally speak briefly to one another to, for example borrow a pen. Students also rise at will to cross the stage to speak to TCT. Everything is done quietly without prompt or reminder from the teacher. A student might pull a book from the shelf, look something up, and then replaced the book or haphazardly set it off to the side. The slide projected onto the screen says: “Day 3: Balancing Teacher-to-Student Respect Equations.” The PLAYERS and the STAGEHANDS are casually standing in a row a few steps UPSTAGE CENTER of the row of stools and are slightly spread out, although they turn to one another as if in conversation, they do not change position relative to one another or mill about. The words on the screen are displayed above their heads for the audience to read. TFS is seated at the piano and twirls slightly and slowly on the piano stool.

(School bell rings briefly offstage)

THE CLASSROOM TEACHER

A – B – C⁵

(TCT points her xylophone stick at TFS seated at the piano, and TFS plays the same notes on the piano)

TWITTER FEEDBACK STUDENT

A – B – C⁵

BLUESHIRT

C⁵ – B – A

TWITTER FEEDBACK STUDENT

C⁵ – B – A

GREENSHIRT

G – G – G

TWITTER FEEDBACK STUDENT

G – G – G
THE CLASSROOM TEACHER

(Speaking to self)
All present.

(Speaking to Students)
I have the study packets ready for our next unit. Only one of you needs to complete the unit quiz for balancing chemical equations, would that person please take the quiz as soon as possible?

PINKSHIRT

(Rising)
I’m ready.

(Crosses from Rug on DOWNSTAGE LEFT to the teacher’s table at DOWNSTAGE RIGHT, starts to take a seat on a stool, remembers the need of a pencil: )

Oh! Wait!

(Returns to Rug, retrieves a pencil, returns to Table and sits down on a stool)

Ready now.

THE CLASSROOM TEACHER

(Starts to hand over a paper, then pulls it back)
Any questions first?

PINKSHIRT

No, but thanks!

THE CLASSROOM TEACHER

(Hands over paper, smiling)
You can do this. You’re mastered.
PINKSHIRT
(Takes paper and sits down on a stool at the table)
Thanks.

THE CLASSROOM TEACHER
(To the students seated on the rug)
Does anyone still need a copy of the study packet for the new unit?

GREENSHIRT
(Looks up at TCT)
I do.
(Rises)

THE CLASSROOM TEACHER
(Looking at GREENSHIRT)
Come and get it.
(Takes a packet from the pile and holds it with an outstretched arm toward GREENSHIRT)

(Crossing over to TCT)
GREENSHIRT
Thanks.
(Takes packet and returns to the Rug. As he arrives, he turns, and addresses TCT who is now looking at her computer screen)
You know what?

THE CLASSROOM TEACHER
(Looks up at GREENSHIRT)
Yes?
(Waits)

GREENSHIRT
(To TCT)
I think I’d like to use a desk.

THE CLASSROOM TEACHER
Go right ahead.
(Waves her hand toward the D2 position of her table)

GREENSHIRT
(Crosses to the teacher’s table, and removes Desk 2 from the square and also grabs the stool from position ST5 as he returns to the area near
the Rug and places both the desk and the stool
STAGE RIGHT of the Podium/Bookcase and
just UPSTAGE of the portion of the Rug not lined
by the Podium Bookcase. GREENSHIRT seats
himself on the stool at the desk, faces the house
and begins working on the study packet.)

PINKSHIRT
(Puts pencil down, lifts the quiz, looks it over
front and back)
I’m done.
(Holds the paper toward TCT)

THE CLASSROOM TEACHER
(TCT takes the paper)
Thank you. Here’s the new study packet.
(Takes a packet off the pile and hands it to
PINKSHIRT)

PINKSHIRT
(Rises from table with pencil and packet in
hand, begins to cross to the Rug, and stops
DOWNSTAGE CENTER, hesitates, then
says to herself)
Wait a second. What?
(Keeps reading)
Hey GREENSHIRT.
(Looks at Greenshirt on the stool at the desk)

GREENSHIRT
(Looks up at PINKSHIRT)
PINKSHIRT
Does this say?
GREENSHIRT
Yep, it does.
But wait.
No, she’s serious.
OK.

PINKSHIRT
(Finishes crossing the stage and takes a seat on
the Rug)

THE CLASSROOM TEACHER
(Stands up)
Class, by now you’ve noticed the packet for the new unit is asking you to each complete two equations. We are not going to complete these equations on paper. We are going to complete these equations with the helps of our friends who are standing in front of our screen.

(Picks up remote)
This little beauty helped me to learn some important lessons recently, and I’d like to flesh out the meaning of those lessons so I can remember them and put them to use. I think I will enjoy my new knowledge. Let me show you what I am getting at…

(Points remote toward screen, clicks it, and when new slide displays, each PLAYER and each STAGEHAND moves to stand in one of the seven columns projected on the screen, and now the PLAYERS and the STAGEHANDS stand still and straight.)

<table>
<thead>
<tr>
<th>Gives</th>
<th>Lets</th>
<th>Treats</th>
<th>Listens</th>
<th>Understands</th>
<th>Helps</th>
<th>Answers</th>
</tr>
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THE CLASSROOM TEACHER
(Speaking to Students)
These are respect equations. The first equation is a person-to-person respect equation you make by working with GIVES, LETS and TREATS. GIVES is in every equation, but whether you add LETS or TREATS or both RESPECT and TREATS is up to you.
(Speaking to LISTENS, UNDERSTANDS, HELPS, and ANSWERS)
Will the STAGEHANDS please take a seat?
(STAGEHANDS cross to the upstage side of the upright piano and sit down out of audience view)
Let me demonstrate an equation.
(Points remote at the screen and clicks to a new slide)
<table>
<thead>
<tr>
<th>GIVES me</th>
<th>LETS me be in charge of:</th>
<th>TREATS</th>
</tr>
</thead>
</table>

(GIVES, LETS, and TREATS quickly spread out in order to be in front of the matching column once again)

Now that GIVES, LETS, and TREATS are in place, I will sort these three expressions of respect:

(Clicks to new slide)

<table>
<thead>
<tr>
<th>Respect-due</th>
<th>Respect-earned</th>
</tr>
</thead>
<tbody>
<tr>
<td>Dignity</td>
<td>Autonomy</td>
</tr>
<tr>
<td>GIVES</td>
<td>LETS</td>
</tr>
</tbody>
</table>

(Goodman, 2009)

The purpose of the equation you construct is for you to communicate to me, the type of respect you, as a person, expect from me, as a person, in the classroom. To illustrate your equation, go grab the hand of GIVES and then turn around and say, “This is my person-to-person respect expectation.” Or after you grab GIVES’ hand, add either Lets or Treats or both LETS and TREATS to the other hand of GIVES, and then declare your equation.

Let me demonstrate.

(TCT walks forward, takes gives by the hand and then points to LETS to take GIVES other hand and points to TREATS to take LETS hand, turns to face the students and says: )

This is my person-to-person respect expectation for our classroom.
Immediately upon TCT’s pronouncement of TCT’s expectation, TFS plays TCT’s tritone combination on the piano, to identify TCT. Then GIVES, LETS, and TREATS immediately release hands and return to standing in front of the matching columns for each.

A – B – C

THE CLASSROOM TEACHER (TCT calls on BLUESHIRT)

Blueshirt.

BLUESHIRT

(Steps forward, takes GIVES’ hand, and faces DOWNSTAGE and says: )

This is my person-to-person respect expectation for our classroom.

(GIVES immediately goes back to position, BLUESHIRT returns to previous position)

C – B - A

GREENSHIRT

(Steps forward, takes GIVES’ hand, points to LETS to step forward and hold GIVES’ other hand, faces DOWNSTAGE and says: )

This is my person-to-person respect expectation for our classroom.

(GIVES and LETS both immediately disperse back to positions, GREENSHIRT returns to previous position)

G – G - G

ORANGESHIRT

(Steps forward, takes GIVES’ hand, and points to TREATS to step forward and to hold GIVES’ other hand, turns to face DOWNSTAGE and says: )

This is my person-to-person respect expectation for our classroom.
(GIVES and TREATS both immediately disperse back to positions, ORANGESHIRT returns to previous position)

TWITTER FEEDBACK STUDENT

A – B – A

PINKSHIRT
(Steps forward, takes GIVES’ hand, and points to both LETS and TREATS to take hand in a line, turns to face DOWNSTAGE and says: )
This is my person-to-person respect expectation for our classroom.

(GIVES, LETS, and TREATS all immediately disperse back to positions, PINKSHIRT returns to previous position)

TWITTER FEEDBACK STUDENT

F – F – F

THE CLASSROOM TEACHER
(Speaking to GIVES, LETS and TREATS)
Given, Lets and Treats, you each need to remember which students you stepped forward for, because you will do so again for the 2nd equation.
(TCT turns and addresses the students)
Your second equation will build on your first equation, but in order to complete the second equation, you need to consult your unit study packet, complete the exercises and memorize your choice of the leaner-to-leaner categories. I will allow you a few moments to complete that work.
(TCT goes over to TDC and takes a seat)

TWITTER FEEDBACK STUDENT
(Follows TCT to the TDC, presses the pause button on her back, picks up the remote, signals GIVES. LETS and TREATS to step aside by using a sweeping arm motion, GIVES, LETs and TREATS move to UPSTAGE RIGHT, TFS whistles, UNDERSTANDS sticks just his head around the side of the piano, looks at TFS quizzically, TFS signal thumbs up, and LISTENS, UNDERSTANDS HELPS and ANSWERS all stand up and move to stand UPSTAGE LEFT. TFS then steps to DOWNSTAGE CENTER to address the audience and clicks the remote to the next slide, which TFS reads to the audience:)

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To share your person-to-person respect equation, Tweet the words “P2P Respect” to one of the following:

#GIVES
#GIVESLETS
#GIVESTREATS
#GIVESLETSTREATS

To share your Person-to-Person respect equation, Tweet the words “P2P Respect” to one of the following:
#GIVES
#GIVESLETS
#GIVESTREATS
#GIVESLETSTREATS

(Pauses momentarily for people to tweet)
Also, in your program you will find definitions and examples of actions for the Learner-to-Learner respect categories of LISTENS, UNDERSTANDS, HELPS, and ANSWERS.

(TFS clicks to next slide and reads the slide to the audience)

If you would like to express your most-preferred category of Learner-to-Learner respect, Tweet the words “L2L Respect” to one of the following:

#LISTENS
#UNDERSTANDS
#HELPS
#ANSWERS

If you would like to express your most-preferred category of Learner-to-Learner respect, Tweet the words “L2L Respect” to one of the following:
#LISTENS
#UNDERSTANDS
#HELPS
#ANSWERS.
(Pauses momentarily for people to tweet)
Thank you for your participation. The results will be shared in Scene 4.
(TFS walks over to TCT in TDC, places the remote back on the table and hits TCT’s pause button)

THE CLASSROOM TEACHER
(Rising, clicks to next slide which is the 7 categories again)

<table>
<thead>
<tr>
<th>Gives</th>
<th>Lets</th>
<th>Treats</th>
<th>Listens</th>
<th>Understands</th>
<th>Helps</th>
<th>Answers</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

(The PLAYERS and STAGEHANDS each stand before their columns)

Ok, class, for your second equation, you will retain the person-to-person choices you made in the first equation. However, now you may reorder them. GIVES must be included, but does not necessarily come first. Any person-to-person respect categories you include come at the front of your equation. Your learner-to-leaner categories are included by most preferred categories first. While you do not have to include all the learner-to-learner categories, you do have to include at least one L2L category.

(TCT pauses briefly, then calls on BLUESHIRT)

Blueshirt.

BLUESHIRT
(Rises, moves forward, creates line, turns and presents it)

Here is my respect expectation.

TWITTER FEEDBACK STUDENT

C⁵ – B – A

THE CLASSROOM TEACHER
(Stands and takes a photo of BLUESHIRT’s expectation)

I see.

( BLUESHIRT, PLAYERS and STAGEHANDS disperse. Then TCT calls on GREENSHIRT)
Greenshirt.

GREENSHIRT
(Rises, moves forward, creates line, turns and presents it)
Here is my respect expectation.

TWITTER FEEDBACK STUDENT
G – G – G
THE CLASSROOM TEACHER
(Stands and takes a photo of GREENSHIRT’s expectation)
I see.
(GREENSHIRT, PLAYERS and STAGEHANDS disperse. Then TCT calls on ORANGESHIRT)
Orangeshirt.

ORANGESHIRT
(Rises, moves forward, creates line, turns and presents it)
Here is my respect expectation.

TWITTER FEEDBACK STUDENT
A – B – A
THE CLASSROOM TEACHER
(Stands and takes a photo of ORANGESHIRT’s expectation)
I see.
(ORANGESHIRT, PLAYERS and STAGEHANDS disperse. Then TCT calls on PINKSHIRT)
Pinkshirt.

PINKSHIRT
(Rises, moves forward, creates line, turns and presents it)
Here is my respect expectation.

TWITTER FEEDBACK STUDENT
F – F – F
THE CLASSROOM TEACHER
(Stands and takes a photo of PINKSHIRT’s expectation)
I see.
Twitter, did you have some results for us?

TWITTER FEEDBACK STUDENT

(Rises, moves to CENTER STAGE, pulls a cell phone from his pocket and nods head “Yes” enthusiastically while looking out into the house)

(School bell rings briefly offstage)

(CURTAIN)

(END OF SCENE)
ACT I

Scene 4

SETTING: Setting is the same as for Scene 3. (As depicted in Figure 4.4)

AT RISE: Same as for Scene 3.

(School bell rings briefly offstage.)

THE CLASSROOM TEACHER
(Rises, begins speaking to the students, walks over to the Rug, handing out packets as she speaks)
Welcome back to class. Here are your study packets for the new unit. There will be no quiz on our teacher-to-student classroom respect unit. Now I know your equations. When you feel they change, let me know and we will take a new snapshot. From now on I expect we will make beautiful music together. Twitter, would you help me with that please?

(Looks over at TFS)

TWITTER FEEDBACK STUDENT
(Nods affirmative to teacher request and begins to play the piano)
A – B – C

THE CLASSROOM TEACHER
(Strides to piano, interrupting)
No, not like that anymore.
(Arrives by TFS’s side)

TWITTER FEEDBACK STUDENT
(Reaches up and pushes her pause button, gets up, strides to DOWNSTAGE CENTER, and addresses the audience)
Here is your first set of results.

(Claps hands at eyelevel, new slide clicks on, TFS waves the PLAYERS and STAGEHANDS off to the side with a grand sweeping motion of his arm, PLAYERS and STAGEHANDS disperse randomly)
(Each PLAYER or STAGEHAND included in the results comes forward to sit on the stools across STAGE CENTER and each disperses when no longer needed)

And here is your second set of results.

(Claps hands again, new slide clicks on)

(Display results here)

(Each PLAYER or STAGEHAND included in the results comes forward to sit on the stools across STAGE CENTER)

(TFS returns to piano, unpauses TCT, and begins to play the song *Simple Gifts*. TCT teacher returns to sit in the TDC. TCT and the 4 students join the song with their xylophones, each playing the trinote part they have every time it comes up in the song.)

(As the song draws to a close: A school bell rings briefly offstage.)

(CURTAIN)

(END)
Epilogue

Actors depict the classroom respect transaction in *Between the Bells*. The research question is: “*What actions by teachers do students reckon as representations of teacher-to-student respect in the classroom?*” The synthesized answer to the research question is: *students reckon as respect any teacher action that affectively or cognitively meets or exceeds that student’s respect desires or respect expectations by encouraging or supporting the student as a person or as a learner.* The synopsis of other findings is:

- Two themes of respect: *Person-to-Person* and *Learner-to-Learner*;
- Seven categories of teacher actions of respect and category properties:
  1. *Gives* me time to complete assignments, second chances, ideas, support, room to make mistakes, feedback, appropriate assignments, and encouragement;
  2. *Lets* me be in charge of myself and of my work;
  3. *Treats* other people well, treats all students equally and fairly under the same set of rules, treats me as an equal, and treats me in the same way as I treat them;
  4. *Listens* attentively to me and to my comments, concerns, explanations, opinions, and questions without cutting me off;
  5. *Understands* me and how I am feeling and what I want to say; Understands I have bad days, less content-area knowledge, dilemmas, personal circumstances, and other classes;
  6. *Helps* me at all times, even if I do not ask, especially when a task is too difficult, to understand what we are learning and to solve issues; and
  7. *(Always) Answers* all of my questions without an attitude.
- Two respect-reckoning questions:
  1. *Does this teacher action encourage or support me as a person or as a learner?*
2. Does this teacher action meet or exceed what I think a teacher should do for me as a person or as a learner?

- Two meaning-making questions:
  1. How does this teacher action affect me as a person or effect me as a learner?
  2. Is this teacher action what I wish this teacher would do for me as a person or as a learner?

The two respect-reckoning questions and the two meaning-making questions listed above are representative of the types of questions students might ask themselves. Students might not ask themselves both questions, might not ask the questions in the order listed, and might not ask themselves the questions literally. An answer of “Yes” to either of the respect-reckoning questions means the student reckons the teacher action as respect. Despite the use of similar mechanisms, students reckon respect variably and students make meaning variably.

Examples of meaning made of actions of respect for each category are:

1. **Gives**: The teacher *encourages* the student,

2. **Lets**: The teacher *believes in* the student,

3. **Treats**: The teacher *affirms* the student,

4. **Listens**: The teacher *converses with* the student,

5. **Understands**: The teacher *has compassion for* the student,

6. **Helps**: The teacher *adjusts for* the student, and

7. **Answers**: The teacher *explains to* the student.

Essentially, Person-to-Person respect (*Gives, Lets, and Treats*) serves as a precursor (gateway) to Learner-to-Learner Respect (*Listens, Understands, Helps, and*...
Use of Goodman’s (2009) theoretical afforded the view that a student desires to be treated as a person first, and as a learner second, and also illustrated the fact that unconditional respect-due is a student’s respect expectation whereas conditional respect-earned is a student respect desire. Goodman’s (2009) framework also shows a somewhat sequential mechanism in a maturing teacher-student relationship:

1. The unconditional person-to-person respect the student expects as due to the student from the teacher: The teacher respect, to some minimum degree, the student’s innate human dignity.

2. The conditional person-to-person respect the student desires as earned by the teacher and of the student: The teacher earns the student’s respect (by first respecting the student in #1 above.)

3. The unconditional learner-to-learner respect the student expects as due to the student from the teacher: The teacher respects, to some minimum degree, the student’s learnership.

4. The conditional learner-to-learner respect the student desires to earn from the teacher: The teacher incrementally grants respect as the student increases in adult-like autonomy and in adult-like equality.

Please note items 1, 3 and 4 above refer to teacher-to-student respect, whereas item 2 refers to student-to-teacher respect. Also, for item 2, the most expeditious way a teacher earns a student’s respect is by the teacher effectively respecting the student in the student’s eyes. Within person-to-person (interactional) respect, teacher actions of respect in the category of Gives (unconditional respect-due expectations) serve as a precursor (gateway) to teacher actions of respect in the categories of Lets and Treats (both conditional respect-earned desires).
CHAPTER V

CONCLUSIONS

1 Letter, 2 Letter: 2 Letter, 1 Letter

1 letter, 2 letter.\textsuperscript{7}

I-c-u.

U-c-me.

Do u c a we?

I-U,

I-It,\textsuperscript{8}

If I “It” u, u no u, u a it.

If I “U” u, we a us.

1 is I-Me-I.

2 is u-u-u.

No mo’

1 is 2;

2 is 1.

No mo’ u.

No mo’ I.

u be - “U”

I be - “i”

1 is U;

2 is i.

I-It

i-U

1, 2 is 2, 1.

U-i!

2 letter, 1 letter.

\textsuperscript{7} Inspired by 1 Fish 2 Fish Red Fish Blue Fish (Geisel, 1960).

\textsuperscript{8} Inspired by Buber’s (1923/1996) two relationships: I-You and I-It.
“What actions by teachers do students reckon as representations of teacher-to-student respect in the classroom?” is the research question. Essentially, the synthesized answer to the research question is: *Students reckon as respect any teacher action that affectively or cognitively meets or exceeds students’ respect desires or respect expectations by encouraging or supporting students as persons or as learners.* In effect, students ask themselves two respect reckoning questions:

1. Does this teacher action encourage or support me as a person or as a learner?
2. Does this teacher action meet or exceed what I think a teacher should do for me as a person or as a learner?

An answer of “Yes” to either question means the student reckons the action as respect.

Also, students ask themselves two meaning making questions:

1. How does this teacher action affect me as a person or effect me as a learner?
2. Is this teacher action what I wish this teacher would do for me as a person or as a learner?

It is important to note, both for the reckoning of respect and for the making of meaning, the four questions are representative of the kinds of questions students ask themselves.

A student does not necessarily ask the student’s self any of the four questions literally. Also, a student does not necessarily ask the questions in a certain order. However, as listed, the questions are useful as questions teachers can ask in order to understand the types of questioning students tend to do.

Also, despite the use of similar mechanisms, students reckon respect variably and make meaning variably. In regard to meaning making, the meaning a student makes of a teacher action of respect resides in the answer to either one or both of questions.

Examples of the meaning made of teacher actions of respect (by category) are:
1. *Gives*: The teacher *encourages* the student.

2. *Lets*: The teacher *believes in* the student.

3. *Treats*: The teacher *affirms* the student.

4. *Listens*: The teacher *converses with* the student.

5. *Understands*: The teacher *has compassion for* the student.

6. *Helps*: The teacher *adjusts for* the student.

7. *Answers*: The teacher *explains to* the student.

Additionally, those seven categories of teacher actions of respect, as reckoned by students, are defined as:

1. *Gives* me time to complete assignments, second chances, ideas, support, room to make mistakes, feedback, appropriate assignments, and encouragement.

2. *Lets* me be in charge of myself and of my work.

3. *Treats* other people well, treats all students equally and fairly under the same set of rules, treats me as an equal, and treats me in the same way as I treat them.

4. *Listens* attentively to me and to my comments, concerns, explanations, opinions, and questions without cutting me off.

5. *Understands* me and how I am feeling and what I want to say; understands I have bad days, less content-area knowledge, dilemmas, personal circumstances, and other classes.

6. *Helps* me at all times, even if I do not ask, especially when a task is too difficult, to understand what we are learning and to solve issues.

7. (Always) *Answers* all of my questions without an attitude.

Students strongly favor teacher actions of respect in the categories of *Gives, Lets,* and *Treats.* These three categories parallel Goodman’s (2009) theoretical framework concepts of human dignity (*Gives*), autonomy (*Lets*), and equality (*Treats*).
Students expect a teacher to unconditionally express respect-due, in affirmation of the student’s *inherent worth*, as the teacher *Gives*:

- time to complete assignments,
- second chances,
- ideas,
- support,
- room to make mistakes,
- feedback,
- appropriate assignments, and
- encouragement.

Examples of teacher actions of respect under the category of *Gives* are:

- congratulates me,
- encourages me,
- holds a positive conversation,
- recognizes me,
- recognizes my achievements,
- refuses to give up on me,
- remembers to put my grades in,
- rewards me for doing a lot of work,
- smiles,
- wants and hopes I do well, and
- wants to know more about me personally.
An adolescent student also desires to earn respect from the teacher as the student increases in adult-like identity. According to Goodman (2009), autonomy and equality are two aspects of respect one person earns from the other. Students express the autonomy aspect of respect-earned as when the teacher *Lets me be in charge of: Myself, and my work.*

Examples of teacher actions of respect under the category of *Lets* are:

- believes what I say,
- is honest with me,
- makes eye contact,
- thanks me,
- trusts me, and
- trusts me enough to leave the class unsupervised.

Similarly, students express the equality aspect of respect-earned when the teacher *Treats:*

- other people well (is polite),
- all students equally and fairly under the same set of rules,
- me as an equal, and
- me in the same way as I treat them.

Examples of teacher actions of respect under the category of *Treats* are:

- allows me my own opinions,
- believes I can do the work,
- exercises patience with me,
- has fun with us,
is patient,
looks concerned when I have an issue,
pays attention to all students grades,
responds in a calm and collected way,
says thank you,
speaks patiently and calmly to students,
speaks to me as if I am capable of understanding,
stays un-hypocritical,
talks about more advanced topics with me,
talks to me in a friendly manner, and
talks to me like a friend.

Here, using the categories of Gives, Lets, and Treats students delineated the ways the student, as a person, desires to interact with the teacher, as the other person, in the classroom.

Learner-to-learner teacher actions of respect are seen in the definitions of the remaining four teacher actions of respect categories: (1) Listens, (2) Understands, (3) Helps, and (4) Answers. Students described the Listens aspect of learner-to-learner respect as Listens attentively, without cutting me off, to my:

- comments,
- concerns,
- explanations,
- opinions, and
- questions.
Examples of teacher actions of respect in the category of *Listens* are:

- asks genuine questions,
- asks how I feel about the content,
- asks if I understand,
- communicates with me,
- communicates with me on issues I care about,
- converses about work or grades,
- enters missing grades that I remind them of,
- holds personal conversations with me,
- looks me in the eye when talking to me,
- tells me what I did right and wrong, and
- tells me when I did well.

Students describe the *Understands* aspect of learner-to-learner respect as *Understands*:

- me,
- how I am feeling, and
- what I want to say; Understands I have:
  - bad days,
  - less content-area knowledge,
  - dilemmas,
  - personal circumstances, and
  - other classes.

Examples of teacher actions of respect in the category of *Understands* are:

- accepts late work,
- breaks the rules to help me,
- cares about how I feel as a person,
- cares that I have emotions an feelings,
- chooses to not overwork me,
- realizes when they assigned hard work and modifies the assignment,
- relates to me,
- takes into account my life,
- takes into account what is happening in my personal life, and
- tries to make interesting assignments.

Students describe the *Helps* aspect of learner-to-learner respect as *Helps me, at all times, even if I do not ask, and especially when a task is too difficult, to understand what we are learning, and to solve issues.*

Examples of teacher actions of respect in the category of *Helps* are:

- brings positive energy to the atmosphere,
- changes pace to keep students caught up,
- does one-on-one practice or help,
- is helpful,
- makes time to explain something to me,
- offers to help after school,
- shows interest in helping me get better,
- spends time to help me, and
- tries to help me.
Students describe the *Answers* aspect of learner-to-learner respect as: *Always answers all of my questions without an attitude.* Examples of teacher actions of respect in the category *Answers* are:

- guides me through a process,
- remembers to answer questions,
- spends time on a topic to make sure it is understood,
- teaches me about the “real world” from experience,
- teaches me one-on-one, and
- teaches new things to me.

Essentially, the student *expects* the teacher both to *unconditionally* respect the student as a learner (basic teacher responsibilities) and *desires* the teacher to *conditionally* allow the student to earn more learner-to-learner respect from the teacher. Ultimately, students both desire and expect teaching to be learner-centered.
CHAPTER VI
RESPECT IN THE LITERATURE

No Bossy Bosses

Teachers,
Students,
In classrooms:
Who gets to boss around whom?

Common questions:
Neither already knowing.
Master and rookie:
Side-by-side,
Growing.⁹

Equal equals what equals equal:
Simply two people.
Together learning:
No bossy bosses bossily bossing!

Respect, like culture, is innocuously ingrained and elusively defies definitive description. Persons want respect, persons give respect, and persons notice when respect is absent. Writers and philosophers have used paragraphs to explain the essence of respect, not mere sentences. Even if persons agree respect is universally necessary, respect is still difficult to describe for all persons, in all places, for all times. Perhaps respect is expressed individually rather than universally.

⁹ Inspired by Dewey’s (1938/1997) concept of a learner.
Whether or not respect can be universally defined is not the issue. The question is: How do I respect you? My respect for you needs to find expression in ways that you account (reckon) as respect. Also, it does not matter if I can define the respect you need or desire in words, it matters if you reckon my actions as expressing my respect for you.

To focus my argument, I use words such as respect, not respect, respectful and respectfulness. I refrained from using terms such as disrespect, lack of respect, mutual respect or self-respect except to discuss a specific idea raised by another author and relevant to the discussion. In my argument, I refer to the respect expressed between a teacher and a student together in a classroom as classroom respect.

Lawrence-Lightfoot (2000) dedicated her book to her mother saying, “…who, by her lifelong example, has showed us the reverence, witness, and power of respect, given and received” (p. v). In taking the liberty of expanding the dedication, an expansion yields “…has showed us the reverence of respect, the witness of respect, and the power of respect…” Here, the reverence of respect might be high regard for respect, the witness of respect might be the evidence of respect, and the power of respect might be the influence of respect. Regard, evidence, and influence “all given and received” (p. v) between a mother and a child is an example of positive influence of one person on the other person. Here is the point of interface: one-on-one; here also is the medium: relationship.

Schultz and Cook-Sather (2001), who collected and shared first-person student accounts of student experiences in schools, opened the introduction of their book with a quote from one of the student participants:
Reach me with more than words from textbooks—but words from the soul and the mind connected to the heart. What got you to teach me? Wasn’t it to reach me?...Relate to me, debate me, respect me. Stop neglecting me. I get nothing but tired empty words...make them real. – Lenelle N. Moise, student author, chapter 8, “Writing the Wrong” (p. 1)

What does Lenelle want? Lenelle wants doing (action). Lenelle wants to be influenced with evidence of regard. Lenelle says stop only saying words, start meaning what you say, and start doing actions of respect, because I need the real you to get into relationship with the real me. Lenelle uses the word respect alongside the words relate, debate, and stop neglect. Here a student gives voice to the student’s desire to be genuinely connected, as a person, with the person who is the teacher.

Wessler (2003) gave testament of “the power of words to hurt and wound—and to heal” (p. 3) when Wessler addressed “bias, prejudice, harassment, and violence … in our schools” (p. 3) and offered solutions “to create and maintain a climate of respect and civility in our schools” (p. 3). Wessler (2003) built his approach on three core beliefs:

1. “Every [student] has the right to be physically and emotionally safe at school.
2. [Students] cannot learn and cannot grow to their fullest potential when they fear for their safety.
3. It is possible to create schools and classrooms where a climate of safety and respect enables all [students] to thrive and succeed” (p. 4).

Wessler also described the process of escalation that causes “too many of our students [to be] the victims of violence…[D]egrading words escalate to stronger degrading words to threats and finally to blows” (p. 5). To “create schools in which all [students] feel respected and valued” (p. 5, italics in original), Wessler recommended two critical steps: first, “teachers, staff, and administrators must give voice to civility and respect” (p. 5, italics in original) and, second, “schools must provide student leaders with the skills and confidence to stand up and speak out” (pp. 5-6). Wessler (2003) noted that:
When we affirm the fact that the courage and empathy of students are a valued asset within a school, when we recognize that students are not the source of the problem of bias, prejudice, harassment, and violence but rather the source of the solution, we send an empowering message of dignity and respect for our young people. (pp. 6-7)

Here Wessler framed the problem as existing in schools and also sourced the solution from within schools; I argue that both the problem and the solution may be physically located in schools, but the solution ultimately takes place at the same interface wherein the problem occurs: between individual persons.

Lickona (1991/1992) focused on “moral values such as respect and responsibility—those values that are a matter of moral obligation, not mere preference, and around which good character is formed” (p. x, italics in original). According to Lickona:

Respect and responsibility [are] values that constitute the core of a universal, public morality…. [that] have objective, demonstrable worth in that they promote the good of the individual and the good of the whole community… [R]espect and responsibility are necessary for:

- Healthy personal development
- Caring interpersonal relationships
- A humane and democratic society
- A just and peaceful world. (p. 43, italics in original)

Thus, the values of respect and responsibility, according to Lickona, are universal, public, objectively worthwhile, and are necessary for healthy individuals, caring relationships, democratic societies, and a just world. Lickona (1991/1992) defined respect as “showing regard for the worth of someone or something” (p. 43); Lickona (1991/1992) also listed “three major forms: respect for oneself, respect for other people, and respect for all forms of life and the environment that sustains them” (p. 43).

Lickona (1991/1992) elaborated on each of the aforementioned three forms:
Respect for self requires us to treat our own life and person as having inherent value….Respect for others requires us to treat all other human beings—even those we dislike—as having dignity and rights equal to our own….Respect for the whole complex web of life prohibits cruelty to animals and calls us to act with care toward the natural environment, the fragile ecosystem on which all life depends. (p. 43)

Therefore, respect for self, respect for others, respect for life, and respect for the life-sustaining environment are ethically and morally incumbent upon all persons. Lickona (1991/1992) described responsibility as “an extension of respect” (p. 44) and pointed out how “responsibility emphasizes our positive obligations to care for each other” (p. 44), and “responsibility means carrying out any job or duty…to the best of our ability” (p. 45). If, as Lickona specified, responsibility is both an extension of respect and a positive obligation, then it follows that a person can demonstrate respect by acting responsibly.

Bolin (2006/2008) lived with the people of Chillihuani in highland Peru for approximately thirteen years and paid attention to the manner in which the children were reared. Bolin (2006/2008) “stud[ied] in…depth the ways by which respect, the key value of th[e] herding society [wa]s instilled in children” (p. xi). In particular, Bolin (2006/2008) noted the culture had no separate children’s culture, “no children’s stories, songs, or dances” (p. xi), instead the children “learn[ed] virtually everything they need[ed] to know through observation” (p. xi), and also noted that adolescence was “not a time of social and emotional upheaval but rather considered the best time in people’s lives—as they t[ook] over many of the rights and responsibilities of adults” (p. xi).

Due to the fact that most families do not record the year a baby was born, many persons do not keep track of age, which means the “children are not driven to do certain things according to age” (Bolin, 2006/2008, p. 8). Also, Bolin noted how both “boys
and girls are loved and treated equally” (p. 14). Together, these factors—no separate children’s culture, learning occurs by observation, skills and knowledge are not taught at particular ages, children are loved and treated equally without regard to gender, “adolescents” take up rights and responsibilities commensurate with adults—indicate life does not occur in stages (childhood, adolescence, and adulthood—rather a person grows in personhood amongst other persons. Therefore, all persons are equally valued in Chillihuana culture.

Bolin’s (2006/2008) observations of the ways respect was instilled in younger Chillihuana persons resulted in descriptors that highlighted the preeminence of respectful behavior among the Chillihuana people. Bolin described older Chillihuana (adult) behaviors as: (a) elegant, (b) respectful, (c) wise, (d) taking pride in appearance, (e) adhering strongly to traditional values and unwritten moral laws, (f) fostering solidarity, (g) resolving conflicts with remarkable efficiency, (h) socializing children by combining the individual’s needs with community needs, and (i) raising children in ways highly beneficial to the family and to the community. Bolin described the younger Chillihuana (children) as: (a) curious, (b) self-confident, (c) always respectful, (d) superb at organizational skills, (e) better behaved, (f) creative in approaches to tasks, (g) polite, (h) responsible, (i) self-sufficient, (j) dignified, (k) non-competitive, and (l) able to cooperate harmoniously. Clearly, the younger Chillihuana demonstrate character traits that reflect what the older Chillihuana model in behavior. Therefore a respectful community of respectful persons yield more respectful persons by way of respectful practices. The older Chillihuana are not saying with words, do as I say, but are
demonstrating, *do as I do*. The authenticity of *doing a doing* (actively acting) is not lost on the younger Chillihuana as they grow older.

Having described the society of the Chillihuana herders, Bolin (2006/2008) observed:

How respect translates into rights and responsibilities, as it reminds people of their duties vis-à-vis others and life in general and of the recognition they deserve in return. Thus, by giving and receiving respect, a cycle of reciprocity is created that links people to one another and to all parts of nature in a way that facilitates the survival of all. (p. 2)

Bolin noted the real-life consequences of giving and receiving respect, when functioning as an unbroken cycle, sustain both life and the cyclical expression of respect. Such reciprocity builds a type of respect learned reciprocally first and sustained unconditionally second.

Bolin’s description supported the same three aspects of respect Goodman (2009) highlighted: *dignity*, *autonomy*, and *equality*. Bolin (2006/2008) shared how a successful Chillihuana person “‘leads a life of dignity and compassion’” (p. 2), “the children are raised…to be self-sufficient at a young age” (p. xi) and “no one sets himself above others” (p. 8). Also, Bolin observed that “respect translates into rights and responsibilities” (p. 2), which underscores Lickona’s (1991/1992) discussion of respect and responsibility. The Chillihuana culture of respect, which continuously replicates respectful relationships amongst persons, illustrates that respect is an action.

In stark contrast to the Chillihuana, Sennett (2003) began with the concept of the scarcity of respect and proceeded to explore the relationship between respect and inequality. From Sennett’s experience of living in a low-income housing project, Sennett noted how a “lack of respect…consist[ed] [in] not being seen, not being
accounted as full human beings” (p. 13). Sennett, a cellist, described his achievement of “an easy vibrato” (p. 14), which was “an epochal event for [Sennett]” (p. 14) as illustrative of the “two sides [of respect]: the respect one earns from others for doing something well, and the…sense of self-worth which d[oes] not depend on others” (p. 14, emphasis added). Sennett noted, “there is a real divide…in the meaning of ‘respect’ itself, between the social and the personal, between being respected and feeling what one does is inherently worthwhile” (p. 16). Sennett referred to the former as “recognition from others” (p. 23), which echoes Darwall’s recognition respect, and to the latter as self-respect.

Sennett (2003) also noted how “respect seems so fundamental to our experience of social relations and self that we ought to define more clearly what it is” (p. 49). To do so, Sennett (2003) explored works by other authors (Fichte, Rousseau, Rawls, Habermas, and Bourdieu) and settled on respect as having two aspects: “the dignity of the body… [and]…the dignity of work” (p. 58). In regard to these two dignities, Sennett noted that:

Both are universal values: the dignity of the body is a value all people share; the dignity of work only a few can achieve. While society may respect the equal dignity of all human bodies, the dignity of labor leads in quite a different direction: a universal value with highly unequal consequences. (p. 58)

Sennett, thus, distinguished two types of respect: one all people enjoy and another only some people achieve; Sennett noted the first type is equal for all persons whereas the second type is unequal. Therefore the first kind of respect all people owe to all other persons at all times (like Goodman’s respect-due, 2009), while the second kind of respect is owed by all people to some other people who have earned that respect by
deeds (like Goodman’s respect-earned, 2009). In other words: the dignity of the body is an *all-to-all* respect, while the dignity of work is an *all-to-some* or a *some-to-some* respect. Application of Sennett’s (2003) two types of respect is messy:

I argue that in social life as in art, mutuality requires expressive work. It must be enacted, performed. The ambiguity of character introduces a further complication: If character is that element of subjective life which pays close attention to the social text, yet the vagaries of personal character lead people to their own separate interpretations. The command “Respect others!” could not simply be obeyed by following a strict, single set of rules; subjective desire governs the willingness to obey, and the manner in which people might respond. In sum, if behavior which expresses respect is often scant and unequally distributed in society, what respect itself means is both socially and psychologically complex. As a result, the acts which convey respect—the acts of acknowledging others—are demanding, and obscure. (p. 59)

Here, Sennett argued respect is an act, which must be enacted, but the variability of individual person’s characters and wills, in response to context, are not “enact-able” according to one specific set of rules. Furthermore, Sennett said respectful behavior is complicated both between individuals and within individuals in that effectively expressing respect is both difficult to do and hard to discern.

Downie and Telfer (1969) argued that the attitude of respect for persons as ends-in-themselves is a way of regarding people that leads to ways of treating people (principles of action). The ways in which one person respects another person as an end involve valuing the other as the possessor of a rational will, which means the other is both self-determining or autonomous, and rule-following or moral (Kant, 1797/2009). In the act of respecting, the *one-respecting* adopts both the *one respected’s* (Levinas, 1987) ends as the *one-respecting’s* own ends, and treats the *one respected* (Levinas, 1987) with an attitude of *agape*, which is love that is both sacrificial and unconditional.
As applied to the teacher-to-student relationship in the classroom, the respect the teacher expresses toward the student is an attitude of adopting the student’s ends, or of acting in the student’s best interest, and is parallel to cherishing the student unconditionally.

Lawrence-Lightfoot (2000) exhorted in her book’s dedication that “respectful relationships...have a way of sustaining and replicating themselves” (p. 10), sought to document “the dynamic interactions that create and sustain respect” (2000, p. 10), believing that “respect generates respect” (p. 10). Lawrence-Lightfoot examined six dimensions of respect: “empowering, healing, dialoging, curiously seeking, self-respecting, and attending” (2000, p. 13). Of note is the fact that, as verbs ending in “–ing” (present participles), each of the actions represents actively acting. Each dimension illustrates a unique vignette: a nurse-midwife empowering women giving birth; a pediatrician healing children and families; a teacher dialoguing with students; an artist expressing curiosity through photography; a law professor modeling self-respect; and a pastoral therapist attending to the dying. Lawrence-Lightfoot (2000) called such vignettes “windows on respect” (p. 13), which supply a view of person-to-person relationships wherein “respect [is] given and gained” (Lawrence-Lightfoot, 2000, p. 13), echoing the “given and received” (p. v) of Lawrence-Lightfoot’s book dedication to her mother.

Through the vignettes, Lawrence-Lightfoot illustrated respect. Beginning with the midwife empowering a mother in childbirth, Lawrence-Lightfoot shaped the image:

Somehow Jennifer’s recognition of, and respect for, the limits of her power—and the limits of her capacity to empower [the patient]—allow her to feel the hope, strength, and reverence that she needs for the next labor. The “boundary” that Jennifer creates for the safety of the mother and baby is also an essential line that she draws for her own balance and self-
protection….”It is always a question of how to respect their pain without taking it in….So I give them the space, my full attention, and I listen. I acknowledge that I hear them even though I don’t always have solutions. Sometimes that is all that I can do. (pp. 46-47)

The fact that the midwife must define, refine, enforce, and maintain boundaries is a helpful, accurate depiction of preparing relationships to be respectful of persons, both of the self and of the other. Jennifer listens; the mother is heard.

Lawrence-Lightfoot continued to flesh out a picture of respect in the next image:

It is through her acts, her gestures, and her energy that Dr. Johnye Ballenger, a pediatrician, communicates respect for her young patients and their families. She practices respect through practicing medicine. Her respect is embedded in action, not in after-the-fact interpretation or analysis. (pp. 57-58)

Here Lawrence-Lightfoot noted the doctor’s respect is embedded in actions. Lawrence-Lightfoot also clarified how the person who was the pediatrician embodied respect:

Respect is not something one can imitate, but something one must embody. While we might say that a person has a disposition to act with respect, it is only in the individual acts of respect that the quality becomes actual. “Respect” as an integral aspect of life, both personal and social, is maintained by the respectful acts of individuals. Both individually and collectively, we are entrusted with the responsibility of preserving respect….Some lives…remind us that respect is a verb. (p. 57, emphasis added).

Much like an –ing verb (present participle): Enacting respect substantiates respect.

The portrait of respect painted above is one of relational dynamics: time and again, through the medium of relationship between persons, respect or not respect plays out. Harken back to the student voice of Lenelle, who wants a teacher to make the relationship real. Lenelle describes how to respect Lenelle: relate, debate, and stop neglecting. Uncannily, Lenelle echoes the phraseology used by the seven participants: Teacher, when relating, stop neglecting and start debating.
AFTERWORD

Pedagogy Glows

Who cares? Who knows?
How do you do it?
In the throes?
Pedagogy woes!

Peace! Be still!
The “aha” moment,
Is king still.
Pedagogy knows!

Who can learn? Who will learn?
The one whose imagination,
Can still burn.
Pedagogy shows!

As the teacher phases
Prior knowledge to the fore,
The student engages,
Soon, he is wanting plenty more.
Pedagogy grows!

The more students do, the less teachers say,
The more both are:
Learners together today.
Pedagogy flows!

Teacher-learners:10 Facilitators of learners’ learning,
Reach student-learners or learner-teachers,
All of whom know Knowing:
When teachers care: Students Know.
Pedagogy glows!

10 Inspired by Dewey’s (1916/1944) idea of teacher-learner and learner-teacher.
In this afterword, I share reflections on the journey, examine limitations of the study, explore implications of the results, propose topics for future research, and summarize contributions. Hopefully, the reflections are insightful, the limitations are clarifying, the implications are important, the topics for future research are compelling, and the contributions are original, valid, and significant. Through this walkdown of reflections, limitations, implications, topics for future research, and contributions, I find myself celebrating all persons who participated in this work, but especially the students.

Reflections

On the surface, this study uncovered teacher actions students reckon as respect. Simultaneously, the meaning students made of teacher actions of respect was also uncovered. Two emergent themes, person-to-person respect and learner-to-learner respect, grouped three of the seven categories of teacher actions of respect as preeminent over the other four categories of teacher actions of respect in the teacher-student relationship. The properties of the categories were described and examples of teacher actions for each category were provided. Even examples of the meaning students made of actions in each category were given. But is there a deeper meaning to the study conclusions than the individual findings? Yes.

The deeper meaning of teacher actions of respect toward students in the classroom comes via an amalgamation of concepts, the description of which easily becomes verbose. A summary of the synthesis of student feedback leads me to surmise (but not necessarily to have direct evidence for) the idea that (via this study) students pointed to an order that the three legs of the (metaphorical) stool are fitted to the seat of
regard. Simply put, in the teacher-student relationship in the classroom, caring precedes respecting precedes trusting; the summation of which culminates in mutual regard.

Earlier, I said I did not seek to establish a respect-care or care-respect order, but one emerged anyway. Evidence for this idea is seen in the emergence of person-to-person respect as a precursor to learner-to-learner respect. In the context of the classroom, the Gives, Lets, and Treats aspects of respect illustrate not only the unconditional respect-due and conditional respect-earned aspects of Goodman’s (2009) framework, but also illustrate how the teacher cares for the student by respecting three aspects of the student’s person: human dignity, adult-like autonomy, and adult-like equality. These are ways teachers affirm students as other persons, which people do for one another when they care for each other.

The learner-to-learner aspects of respect were also described by students in words indicative of caring, but in the context of the teacher-student relationship in the classroom (wherein learning is the purpose) teacher actions identifiable with these categories are indicative of a teachers respecting students as fellow learners. If we look in the direction students pointed with their words, then we see students saying care is a basic type of respect, respect is respect, and trust is a culmination of care-joined-to-respect. Mutual regard is achieved when these three aspects (care; respect; trust) of regard define its plane or, figuratively, form its seat. Students are seeking mutual regard with the teacher, which, when achieved, requires little maintenance because both a student and a teacher can rest on the seat, confident of its foundation.

In sum, students do not grant assent to respect to the teacher as a person until the teacher respects the student as a person; such person-to-person respect could be
interpreted as a teacher caring. Students do not grant assent to learn until the teacher respects the student as a learner; such learner-to-leaner respect is the teacher respecting. When the teacher cares for the student, the student can care back; when the teacher respects the student, the student can respect back. Care leads to respect; care and respect lead to trust; care and respect and trust lead to mutual regard. In the classroom, a teacher-student relationship of mutual regard leads to the student’s ultimate best benefit: maturative interactions (which enact the aesthetic) enhancing educative experiences, and, thereby, culminating in maximized experiential enhancement for every learner.

Limitations

When I obtained local school district approval to conduct the research, the gatekeeper for the district: (a) truncated the proposed duration of the study from seven weeks to five, (b) eliminated a document (survey), and (c) combined the administration of two documents (surveys). This limited my opportunities to collect feedback from the seven participants. Also, this study was limited to: (a) the seven student cases, (b) the particular chemistry teacher, (c) this one public, urban STEM-focused high school, and (d) a five-week time frame. Additional limitations were seen in: (a) use of Goodman’s (2009) framework, (b) my personal bias, and (c) the fact that no discernable differences were seen in preferred teacher actions of respect across gender, age, and ethnicity.

Participants in context. The study was limited to a small number of participants who, while representative of the chemistry students at Cook High School during that semester with that particular teacher, may or may not be representative of secondary science students in STEM-focused high schools at large. The study involved one particular chemistry teacher who may or may not be representative of chemistry
teachers at STEM-focused high schools. Similarly, the public, urban STEM-focused high school was only one STEM-focused high school among many, and may or may not be representative of STEM-focused high schools in general. Also, the 5-week duration of the study meant there was limited time for: (a) observations in classes other than chemistry, (b) multiple interviews with each of the seven participants, and (c) debriefing. According to the study proposal, I was to observe each of the seven participants in other classes for two school days; this was reduced to two class periods per participant. I only had time to conduct one interview and one follow-up with each of the seven participants. Also, as suggested by Hendricks (2006/2009), I planned to debrief (on p. 68) with other persons after each day at the field site, but had no time to do so. I had no time to journal.

**Credibility.** The synthesized answer to the research question is: *A student reckons as respect any teacher action that affectively or cognitively meets or exceeds that student’s respect desires or respect expectations by encouraging or supporting the student as a person or as a learner.* The research question is also answered by the two themes (person-to-person respect; leaner-to-learner respect), the seven categories (*Gives*, *Lets*, *Treats*, *Listens*, *Understands*, *Helps*, and *Answers*), the properties of the categories (on p. 168; on p. 173), the examples of teacher actions of respect for each category (on pp. 174-179), the two respect-reckoning questions (on pp. 168-169; on p. 172), and the two meaning-making questions (on p. 169; on p. 172). Here, I speak to the credibility, the applicability, and the generalizability of those answers. Also, I address when the conclusions can and cannot be used.

**Applicability.** Evidence the answer to the research question reflects occurrences in real-world secondary classrooms (Wolcott, 2005) is seen in the concurrence between
the seven categories (listed above) of teacher actions of respect, as well as the properties of those categories (p. 168; p. 173), and Webster’s (2003) finding that eight elements define student-perceived teacher-to-student respect for ninth grade (English and Algebra) students: (1) caring, (2) understanding, (3) listening, (4) patience, (5) help, (6) fairness, (7) flexibility, and (8) treating students as unique individuals. A similar concurrence is seen with Adedoyin’s (2010) finding of eight factors of junior secondary students’ perceptions of teacher interpersonal behaviors: (1) compassionate, (2) friendly, (3) cooperative, (4) understanding, (5) sympathetic, (6) dependable, (7) accommodating, and (8) helpful. Also, the four dimensions of respect (See me, Know me, Relate to me, and Help me) comprising Ellis’ (1997) theory of teacher respect, which arose from a study high school students’ perceptions of respect in the teacher-student relationship, are reflected in the: affective or cognitive (Relate to me), desires or expectations (Know me), encouraging or supportive (Help me), and person or learner (See me) aspects of the synthesized answer to the research question.

**Generalizability.** According to Barone (2004) respect is one of four implicit values (justice, fairness, respect, and caring) that function as critical aspects of adolescent students’ perceptions of teachers’ moral influences. Also, according to Dekker (2002), students and teachers both define respect similarly and agree respect is expressed via (1) listening, (2) personhood, (3) obedience, and (4) courtesy. These ideas serve as evidence the answer to the research question can be utilized in other situations, because when the teacher listens to the student as a person and treats that student courteously, then the teacher respects the student in a manner that inspires the student’s cooperation and/or obedience. Such ideas are reflected both in the properties of the
seven categories of teacher actions of respect (on p. 168; p. 173) and in the examples of the teacher actions of respect (on pp. 174-179). Concrete examples are seen in:

- “Holds personal conversations” (under the category of Listens),
- “Understands me, how I am feeling, and what I want to say,”
- “Enters missing grades that I remind them of;” and
- “Treats other people well (is polite).”

Additionally, both the two respect-reckoning questions (on pp. 168-169; on p. 172) and the two meaning-making questions (on p. 169; on p. 172), which represent the kinds of questions students ask themselves, are respect-related questions that speak to ways of expressing respect via listening, personhood, obedience and courtesy in that the student asks the questions as a way of listening to what the teacher said, wherein the student is examining the effect of the teacher’s verbal action on the student’s own person as an act of obeying that teacher action out of courtesy to both the teacher and, interestingly, to the student’s self. Thus the teacher actions offered in the answer to the research question can be utilized in other situations.

**Use.** The teacher actions offered in answer to the research question can be used when the teacher intends to respect the student and when the student intends to allow the teacher to earn the student’s respect. A lack of intent on the teacher’s part or a lack of openness on the student’s part can preclude effective use of teacher actions of respect toward a student in the classroom. If the teacher does not try, and/or the student will not allow, then none of the listed general actions or particular actions will be effective in expressing teacher respect to the student in the classroom.
Critique of Framework. Goodman’s (2009) framework for respect between teachers and students in the classroom is conceptualized as respect-due (human dignity) and respect-earned (autonomy; equality). I applied the framework to secondary school classrooms wherein adult teachers are interacting with adolescent students. In so doing, I modified the two aspects of respect-earned to adult-like autonomy and adult-like equality.

In this study, I researched teacher-to-student respect in one Midwestern American secondary science classroom. Here, using previously cited theorists, I track thoughts on: (1) respect (Darwall, 1977), (2) respect of self (Sennett, 2003), (3) respect for persons (Downie & Telfer, 1969), (4) moral respect (Lickona, 1991/1992), (5) respect in schools (Wessler, 2003), (6) respect in classrooms (Goodman, 2009), and (7) respect in secondary classrooms (this study). Somewhat dichotomous depictions of respect are seen throughout this development, which may lead a reader to think respect is either “this” or “that.” However, this discussion culminates in conceptions wherein one construct is a subset of the other construct, which is intended to clarify the choice of Goodman’s (2009) framework as the lens through which to view and to interpret the feedback provided by adolescent students as each student described teacher-to-student respect in the classroom.

Respect, according to Darwall (1977), consists in recognition respect and appraisal respect. While recognition respect places “restrictions on what it is permissible to do” (p. 40), appraisal respect “consists in a positive appraisal of a person, or his qualities” (p. 39). Therefore, any person whose behavior successfully demonstrates recognition respect for another person necessarily merits appraisal respect.
When applied to the classroom, this means a teacher who effectively respects a student merits appraisal respect from that student.

Sennett (2003) described two aspects of respect of self: “the dignity of the body… [and]…the dignity of work” (p. 58). In so doing, Sennett distinguished between the two types of respect as: one all people enjoy and another only some people achieve. Thus, dignity of the body respect is a respect all people owe to all other persons at all times (Goodman’s respect-due), while dignity of work respect is a respect owed by people to some other people who have earned that respect by deeds (Goodman’s respect-earned). In other words: the dignity of the body is an all-to-all respect, while the dignity of work is an all-to-some or a some-to-some respect. As applied in the classroom, this means a teacher always respects the human dignity of a student, but a student earns the teacher’s respect as the student increases in adult-like autonomy and/or in adult-like equality.

Regarding respect for persons, Downie and Telfer (1969) argued an attitude of respect for persons as ends-in-themselves is a way of regarding people that leads to ways of treating people. In the act of respecting, the one-respecting adopts the one respected’s (Levinas, 1987) ends as the one-respecting’s own ends. When applied to the classroom, a teacher’s action of respect toward a student reflects an attitude of acting in the ultimate best interest of the student.

In discussing moral respect, Lickona (1991/1992) focused on the “moral values [of] respect and responsibility [which are]…a matter of moral obligation, not mere preference” (p. x, italics in original). Lickona (1991/1992) noted that while “responsibility emphasizes our positive obligations to care for each other. Respect, by
comparison, emphasizes our negative obligations” (p. 44); positive obligations indicate what persons should do for other persons, whereas negative obligations illustrate what persons should not do for other persons. As applied to the classroom, Lickona’s ideas of respect and responsibility mean not only that the teacher and the student have a moral obligation to respect one another in the classroom, but also that such obligations have ramifications for both actions persons enact and actions persons refrain from enacting.

Wessler (2003) addressed respect in schools and sought ways to “create schools in which all [students] feel respected and valued” (p. 5, italics in original), because Wessler believed “a climate of safety and respect enables all [students] to thrive and succeed” (p. 4). To create such schools, Wessler recommended two steps: (1) “teachers, staff, and administrators must give voice to civility and respect” (p. 5, italics in original) and (2) “schools must provide student leaders with the skills and confidence to stand up and speak out” (pp. 5-6). Thus, Wessler not only framed the problems as existing in schools, but also sourced the solution as emanating from within those same schools.

In discussing respect in classrooms, I noted that in contrast to Darwall’s (1977), Sennett’s (2003), and Lickona’s (1991/1992) views on respect, Goodman’s (2009) respect-due and respect-earned reflects three, rather than simply two, aspects of respect: human dignity (equal for all), autonomy, and equality. Also, Goodman flipped the focus from student-to-teacher respect to teacher-to-student respect. Therefore the framework served as a way to interpret feedback on teacher-to-student respect in the classroom from the student point of view. In light of the above ideas, Goodman’s work is an extension of: (1) respect, (2) respect of self, (3) respect for persons, (4) moral respect, and (5) respect in schools to respect between teachers and students in classrooms (item 6 on p.
198), which I extended to secondary classrooms by virtue of this study (item 7 on p. 198). I used Goodman’s framework both to delineate between person-to-person respect and learner-to-learner respect and to specify that these two types of teacher-to-student respect function, for the most part, sequentially.

Since students indicated a preference that a teacher effectively demonstrate person-to-person teacher-to-student respect prior to effectively demonstrating learner-to-learner teacher-to-student respect, person-to-person respect functions as a gateway to learner-to-learner respect between the teacher and the student. Furthermore, the teacher actions of respect described in the three categories of Gives, Lets, and Treats express person-to-person respect. Goodman’s (2009) framework elucidated the fact that actions in the category of Gives represent human dignity, while actions in the category of Lets represent adult-like autonomy, and actions in the category of Treats represent adult-like equality, which can be seen in the student-specified properties of these categories (p. 168; p. 173). Thus, effective expression of respect via teacher actions that honor human dignity (Gives), sequentially precede teacher actions that affirm adult-like autonomy (Lets) and adult-like equality (Treats). Another important revelation uncovered by the use of Goodman’s framework is that unconditional respect-due communicates student respect expectations, whereas conditional respect-earned communicates student respect desires.

**Nomenclature.** The relationship of the pairings of constructs presented in Dewey’s (1938/1997) framework (educative experiences; maturative interactions), in Rosenblatt’s (1938/1995) framework (efferent reading; aesthetic reading), and in Goodman’s (2009) framework (respect-due; respect-earned) may initially strike the
reader as dichotomous, but each relationship is one of a set and a subset of that set wherein the name of the general is also used as the name of one of the two particulars. Such nomenclature is problematic when not properly understood. Earlier, I described Dewey’s (1938/1997) conception of educative experiences as well as Dewey’s stipulation that education is always social (maturative). My subsequent use of educative and maturative implied an either/or relationship, which is not the case. Instead, the educative is a subset of the maturative. Similarly, I described Rosenblatt’s (1938/1995) conception of efferent and aesthetic reading. A close reading of Rosenblatt’s description of efferent and aesthetic reveals a similar relationship between the two types of reading as described for maturative and educative above: efferent reading is a subset of aesthetic reading since, as Rosenblatt said, all reading involves affect. Goodman’s (2009) conception of respect-due and respect-earned is presented in like format: respect-due is a subset of respect-earned, since every person automatically “earns” respect-due by being human.

One construct functioning as a subset of another is seen in learner-to-learner respect (primarily cognitive) and person-to-person respect (primarily affective) as well. Therefore, despite the fact that Goodman’s (2009) conception of respect between the teacher and the student in the classroom is problematic in nomenclature, that conception is both workable and helpful in clarifying a student’s respect desires and respect expectations when interacting with teachers in the classroom. Also, Goodman’s (2009) conception is, in fact, both congruent with and reflective of the nature of both Dewey’s (1938/1997) conceptions and Rosenblatt’s (1938/1995) conceptions, which were used as situating frameworks.
This set and subset of that set nature of the three frameworks reflects Kant’s (1797/2009) notion that the ways in which one person respects another person as an end or as both an end and as a means to an end, but never as only a means to an end indicates one person values the other as the possessor of a rational will; possessing a rational will means the other is both self-determining (autonomous), and rule-following (moral). The student neither desires nor expects to be treated as a means only to a teacher’s accomplishment of “teaching.” Rather the student values being acknowledged as a person (ends) first and as a learner (means) second (which is sequential), and which means (in the classroom) the teacher cannot simply use the student as a learner as a means of accomplishing instruction (an end), the teacher must also acknowledge to the student (in a manner the student reckons as such) the student as a person who is an end in himself/herself. (Although not used for this particular discussion, a leaner is an end in himself/herself in some situations.)

**Sequentiality.** Not only did the application of Goodman’s (2009) framework afford the view that a student desires to be treated as a person first, and as a learner second, that application also illustrated how unconditional respect-due is a student’s respect expectation whereas conditional respect-earned is a student respect desire. Since many relationship exchanges are constantly occurring in a classroom, the fact that a teacher-student respect relationship may undergo a sequential development is not necessarily obvious. However, Goodman’s (2009) framework (when used to interpret participant feedback) showed how students pointed to a somewhat sequential mechanism occurring (on p. 170), as that relationship matures:
1. The unconditional person-to-person respect the student expects as due to the student from the teacher: *The teacher respects, to some minimum degree, the student’s innate human dignity.*

2. The conditional person-to-person respect the student desires as earned by the teacher and of the student: *The teacher earns the student’s respect* (by first respecting the student in #1 above.)

3. The unconditional learner-to-learner respect the student expects as due to the student from the teacher: *The teacher respects, to some minimum degree, the student’s learnership.*

4. The conditional learner-to-learner respect the student desires to earn from the teacher: *The teacher incrementally grants respect as the student increases in adult-like autonomy and in adult-like equality.*

It is important to note that items 1, 3 an 4 above refer to teacher-to-student respect, whereas item 2 refers to student-to-teacher respect. Also, for item 2, the most expeditious way a teacher earns a student’s respect is by the teacher effectively respecting the student in the student’s eyes first (recognition respect earns appraisal respect; Darwall, 1977).

Without the use of Goodman’s (2009) framework, it is likely that this mechanism would not have been illuminated. Therefore, while Goodman’s framework is problematic in nomenclature, that framework is problematic in the same way Dewey’s (1983/1997) and Rosenblatt’s (1938/1995) frameworks are problematic: the semantics appear dichotomous, while the description is actually of a *set* and a *subset of that set.* The difficulty lies in the fact that the same name is used to represent the general as is used to represent one of the two particulars cited within that general. Therefore, Goodman’s (2009) conception of respect is both workable and helpful in clarifying students’ respect desires and respect expectations when interacting with teachers in the classroom, and *is also* congruent with the nature of Dewey’s (1938/1997) and
Rosenblatt’s (1938/1995) conceptions with which Goodman’s (2009) conception of respect is used.

**Return to bias.** Earlier, I clarified my assumptions, identified my perspectives, and explicated my bias as a means of anticipating how my background might affect what I report (Wolcott, 2005). During this 5-week study, I remained conscious I was an outsider seeking an insider’s view of a world foreign to me. I relied on the seven participants to provide honest and thorough feedback while I depicted their view of their world. As each participant shared, I asked for clarification of the meaning the participant made of an experience. I also asked each participant to review my writing on that feedback in order to accurately represent their view, not my view of their view.

My bias is sourced in being a middle-aged, White, heterosexual, married woman engineer, mother of three grown, married adult-children, and grandmother of three young children (one infant, one toddler, and one preschooler), who has only lived in the midwestern United States of America. Two personal experiences in particular keep me conscious of the singularity of my literal and figurative views of the world: surgery for detached retinas and surgery for a brain aneurysm. Waiting 5 days to learn if I was blind permanently altered my view of being sighted. Electing and recovering from brain surgery seismically shifted my metacognition. Additionally, the omnipresence of vision issues and aftereffects of brain surgery force me to perceive a view of my view (viewing viewed view; a painting).

I recognize I cannot know what another person sees, hears, or thinks. Instead, I can only know what that other tells me of their experiences in words, gestures, and behaviors. Even then, unless that person mediates for me the meaning of their
internalization of events, I only have my view of that person’s view. Being cognizant of my assumptions, perspectives, and bias serves as the best means of mediating my view in order to communicate a view communicated to me by others.

**Use of demographics.** The demographic information ensured both a variance amongst the seven participants in respect from teachers, and at least one who participant was “least like” the researcher. Participant feedback on teacher-to-student respect did not vary according to age, ethnicity or gender, except in that the two female participants used the optional *Respect-shown Form* while the five male participants did not. The culture of the STEM-focused high school may have subsumed the culture of the seven individual participants in that a differentiation by ethnicity could not be seen.

**Implications**

Implications of this study include the potential for students to: (a) negotiate respectful relationships with teachers successfully, (b) clarify both the respect-reckoning process and the meaning-making process for teachers, (c) communicate how respect involves both negative obligations (actions to *refrain from*) as well as positive obligations (Lickona, 1991/1992), (d) demonstrate the *trustingness* (mutual trust) of a relationship may mark a *Regard Threshold* (mutual unconditional regard), and (e) illustrate how the maturative enacts the aesthetic in education. Implications of this study for teachers include: (a) effectively respecting students enhances engagement, (b) effectively respecting students enhances achievement, (c) effectively respecting students promotes retention, and (d) effectively learning students’ respect preferences allows the teacher to distinguish between respect expectations (unconditional respect) and respect desires (conditional respect). Therefore, for education, the main implication of this
An implication of this study for the teacher is that learning to effectively respect each student (as that student desires or expects to be respected) enhances engagement, achievement and retention. An implication of this study for the student is that students can negotiate a relationship of respect with the teacher via conflict resolution I-statements. Evidence for these claims can be seen in how the seven participants agreed: (a) a problem exists in classrooms related to a lack of effective teacher-to-student respect, (b) students have limited opportunity to effect a change in the respect relationship with a teacher, (c) respect is defined in actions teachers enact, but is also defined in actions teachers refrain from enacting, and (d) teacher respect for a student in the classroom positively impacts the learning process.

Another implication of this study is that the use of analytic strategies (tools) clarifies the respect-reckoning process and/or the meaning-making process of individual students, thereby enhancing a positive relationship between a particular teacher and a particular student. During this study, tools served as analytical strategies, which aided organization and analysis of study participant feedback. Two tools, the RespectMatrix and the RespectPrint, provide temporary snapshots of particular teacher actions a particular student reckons as respect in a particular classroom with a particular teacher at a particular point in time. Such snapshots of student respect expectations and respect desires eventually expire. Therefore, new snapshots need to be taken whenever new snapshots are needed. However, the credibility in terms of transferability (validity) and dependability (reliability) of neither tool has been determined.
Yet another implication of this study is that, according to students, teacher actions of respect in the classroom involve negative obligations (actions to refrain from) as well as positive obligations (Lickona, 1991/1992). As discussed earlier (on p. 105), the seven participants not only indicated that teacher expressions of respect for students fulfill positive obligations, but also indicated that abstaining from not respect actions fulfills negative obligations (Lickona, 1991/1992). Such statements emerged in very distinct form, which I termed The RespectDirective Format. In effect, students said:

*Teacher, when you do this* (general category of teacher action), *do not* (negative exemplar), *but do* (positive exemplar). For example, *Teacher, when instructing, do not question choices that belong to the student, but be sure to always answer all questions.*

An additional implication of this study is that the trustingness (mutual trust) of a relationship may mark a Regard Threshold (mutual unconditional regard). As mentioned earlier (on p. 117), the seven participants pointed to the three constructs of respect, care, and trust as components of regard, which means the definition of respect offered in this dissertation (on p. xxxi) has become problematic. The definition offered was: respect is regard in any form the object of the regard, the one respected (Levinas, 1987), accepts as regard from the one-respecting. According to that definition, care and trust are components of respect, rather than components of regard. Perhaps not respect, but regard should be defined. Perhaps students reckon an action as teacher-to-student classroom regard when: the teacher *caringly* provides personally maturative social interactions and/or *respectfully* provides academically educative personal experiences to the point that the relationship becomes trusting.
Also, it is *in the oneness* created *in the act of* respecting the humanity, the autonomy, and the equality (Goodman, 2009) of both the person and the learner in the student that connects the teacher, as a person and as a learner, to the student in *feeling* and in *meaning*. A student desires and expects a connection with the teacher that features an interplay between maturative interactions and educative experiences, which culminates in true expiation of both factors: the experience and the interaction (experiaction). The very nature of expiated experiaction disallows neglect of person-to-person affect in pursuance of learner-to-learner cognition. Within the teacher-student respect relationship, both desire and expectation are *transformed in the transacting* of the socio-personal (classroom) transaction, wherein *embracement of emotion* and *embodiment of engagement* cause action, feeling, and meaning to be one (for that student with that teacher at that time) as expectation becomes *desired experience*. Therefore, a salient implication of this study is: embracing the maturative enacts the aesthetic in education.

**Future Research Topics**

Some topics for future research are: (a) student-to-teacher respect in the classroom; (b) the teacher point of view on both teacher-to-student respect and student-to-teacher respect; (c) student actions teachers reckon as student-to-teacher disrespect (per Shawna); (d) the trustworthiness or credibility (usefulness) in terms of the transferability (validity) and the dependability (reliability) of the *RespectMatrix*, the *RespectPrint*, and the *RespectDifferentiator*; (e) the representativeness of *The RespectDirective Format*; (f) the possibility of the existence of a *Regard Threshold*; (g) a similar study could be conducted with other secondary students; (h) student sorts of the
two types of respect known as respect-due and respect-earned for the four learner-to-
learner teacher actions of respect categories (Listens, Understands, Helps, and Answers);
and (i) analysis of the Twitter feedback information from performances of the play (as
supplied by directors). Researching the sort of teacher actions (item h) is a gap that
needs addressing. Action research might be an appropriate option.

I wanted to study teacher-to-student respect in the classroom from the student
point of view. Therefore, I asked seven students, one at a time, to define teacher-to-
student respect for that student’s self. A teacher action of respect is whatever action
caused that student to feel respected by that teacher. What remains to be studied, from
the student point of view, is student-to-teacher respect in the classroom.

In this study (in the teacher-student transaction) the teacher was considered to
have acted and to have the potential to act again, but the teacher was held, mentally, in a
state of suspended animation. No consideration was given to any internalization on the
teacher’s part, nor was any consideration given to any mediation the teacher might have
attempted in relating back to the student. The teacher’s viewpoint of both teacher-to-
student respect and student-to-teacher respect remains to be studied; such study has the
potential to further the understanding of the dynamic of classroom respect.

Shawna, one of the seven cases, suggested classroom respect could be
investigated by asking individual teachers to point out student actions that teacher
considers disrespectful (Shawna’s word). Therefore, a research question, opposite in
nature to the one investigated in this study could be posed: What actions by students do
teachers reckon as representations of student-to-teacher disrespect in the classroom? In
making her suggestion, Shawna pointed out how students need to know which actions a
teacher might reckon as not respect to avoid inadvertently offending a teacher.

Two tools used in this study, the RespectPrint and the RespectMatrix, were
helpful analytical strategies for making sense of the data. However, the usefulness of the
tools, in terms of validity and reliability, was never determined. Therefore, such
determination is a topic for future research.

I found the RespectPrint to be a helpful tool as I analyzed the data, so teachers
might want to take a look at the RespectPrint to consider if it would be helpful to them
as well. To capture THE RespectPrint for an individual student (a temporary snapshot of
a student’s teacher actions of respect preferences for with a particular teacher in a
particular classroom at a particular time), the teacher:

1. Conveys the context for the student’s answers on the document as: for that
   student in that classroom with that teacher at that time.

2. Gives document to student and invites student to circle all of the words
   (inside a cell) of each phrase that the student reckons as representing teacher-
to-student respect to that student in the classroom. The student circles as
many or as few items as the student reckons as respectful of the student’s self
and then returns the document to the teacher.

3. Uses an electronic version of the document first, to retain items circled and to
   delete items not chosen, second, to compress the chosen-retained items
   toward the top of each column (top-justified) using a cut-and-paste action on
   the document, and third, to delete empty boxes at the bottom of the table until
   all of the seven columns are of the same length, even if some cells are blank
   (empty).

4. Refers to the items on the document until a respectful transaction is achieved
   and confirmed by the student. Plus, the teacher continues to refer to the
   RespectPrint on an as-needed basis.

5. Elects, at any time, to begin again with the original document that shows the
   complete table and repeats the process, as necessary.
Use of the *RespectPrint* in this way could be a topic for research.

Yet another possible topic for future research is a teacher’s use of the *RespectDifferentiator* (Appendix K) to capture a student’s preferred teacher actions of respect in an effort to distinguish between that student’s respect *expectations* (unconditional respect-due) and that student’s respect *desires* (conditional respect-earned). The *RespectDifferentiator* is comprised of two sections: (1) the *RespectMatrix* and (2) *Two Types of Respect*. In the first section of the tool a student indicates which teacher actions that student reckons as respect from that teacher, while the second section of the tool allows the student to sort the teacher actions of respect the student chose as either the teacher actions the student expects to experience unconditionally or as the teacher actions of respect the student desires to earn from the teacher.

During this study, the participants conveyed a practical approach for communicating to a teacher information on the ways that teacher can effectively express respect to a student. I termed that approach: *The RespectDirective Format*. Essentially the format is: “*Teacher, when you do this* (general category), *do not* (negative exemplar), *but do* (positive exemplar).” An example of such a directive for the teacher action category of *Listens* is: *Teacher, when communicating, do not yell, but do listen*. The generalizability of *The RespectDirective Format* could be a topic for future research.

During this study, I postulated, but did not investigate, the existence of a *Regard Threshold* above which fewer teacher actions of regard are needed to maintain a teacher-student relationship of regard (care plus respect plus trust). Perhaps when a relationship between a student and a teacher achieves mutual trust (trustingness) that relationship also achieves (or exceeds) a point (threshold) at which the relationship functions in the
present, and will function in the future, based on understandings of regard that have been established between persons (in the past). This is a possible topic of future research.

This study could be conducted with other students. While the seven participants appeared representative of the chemistry students with that particular teacher at that particular STEM-focused high school (Cook High School) during that particular semester, feedback from other secondary science students could be sought. Feedback could also be sought from other secondary students, who are not necessarily science students.

Information could be sought that would clarify how students sort teacher actions as either respect-due or as respect-earned. Such information was not data for this study. I would like to know more regarding which teacher actions of respect students reckon as unconditional teacher-to-student respect-due expectations and which teacher actions of respect students reckon as conditional teacher-to-student respect-earned desires.

In Scene 4 of the play, actors portray the Twitter feedback. I invite directors of performances of the play to submit data gathered via Twitter. The number of responses to each hashtag, and how the director chose to portray that information in Scene 4 are needed. In order to study each performance as a case, information is needed that bounds the case in place (where: locale, city, state, and country) and in time (when: day, date, and time). Both the total number of audience members per performance, and the total number of audience members with active Twitter IDs (accounts) at the time of the performance (for every performance) are also needed. Information may be submitted to me (as the researcher) at the email address: pjengerer@gmail.com. Thank you in advance for timely, voluntary (much appreciated) submissions of such data.
Contributions

This study contributes to understandings of which teacher actions students reckon as respect (in the classroom) in that:

- Students reckon as respect any teacher actions that affectively or cognitively meet or exceed students’ respect desires or respect expectations by encouraging or supporting students as persons or as learners.
- Students use 1 or 2 questions to reckon respect (pp. 168-169; p. 172).
- Students use 1 or 2 questions to make meaning of actions of respect (p. 169; p. 172).
- Despite the use of similar mechanisms, students both reckon respect variably and make meaning of teacher actions of respect variably.
- Students, as persons, expect unconditional respect-due from the teacher, as a person, prior to granting assent to respect to the teacher (extended from Kohl, 1994).
- Students, as persons, desire that the teacher, as a person, earn the student’s conditional respect by unconditionally respect the student as a person (as listed immediately above).
- Students, as learners, grant assent to learn (Kohl, 1994) to the teacher after the teacher has earned the student’s conditional person-to-person respect.
- Person-to-person respect (Gives, Lets, and Treats) precedes learner-to-learner respect (Listens, Understands, Helps, and Answers).
- Gives (human dignity) precedes Lets and Treats; Gives me:
  - Time to complete assignments,
  - Second chances,
  - Ideas,
  - Support,
  - Room to make mistakes,
  - Feedback,
  - Appropriate assignments, and
  - Encouragement
- Lets (adult-like autonomy) me be in charge of myself, and my work, and
- Treats (adult-like equality):
  - Other people well (is polite),
• Treats all students equally and fairly under the same set of rules,
• Treats me as an equal, and
• Treats me in the same way I treat them.

- Students, as learners, expect unconditional respect-due (to minimum degree), from the teacher, as a learner, for the student’s learnership (on p. xxx).

- Students, as learners, desire that the teacher, as a learner, incrementally grant conditional respect-earned to students as students earn that respect by increasing in adult-like autonomy and/or in adult-like equality.

This dissertation may contribute to the understanding of the following terms:

- Maturative (extended from Dewey, 1938/1997);
- The one-respecting (adapted from Noddings, 1984/2003);
- Respectisms (p. xxxi); and
- Assent to respect (extended from Kohl, 1994).

The reason these contributions are important is that effectively respecting a student earns the teacher that student’s respect, therefore the teacher’s knowledge and use of teacher actions of respect that effectively respect a student opens a gateway to a positive learning dynamic. Without effectively expressed respect, the learner-to-learner part of the teacher-student relationship is much less likely to be an effective learning relationship, because maturative person-to-person (interpersonal) interactions both enact the aesthetic and serve as a precursor (gateway) to educative learner-to-learner experiences. This means education must be aesthetic.

The one-act play, Between the Bells, was planned as the vehicle to carry forth the findings of the research to audiences who might have an interest in those findings. In the play, the seven categories of teacher actions of respect are personified in a way that allows a student to communicate to a teacher the types of actions that students reckons as
teacher-to-student respect with that teacher in that classroom at that time. The intent is
to evoke in the audience member a sense of the other’s point of view in the classroom.

Were I once again a secondary science teacher, I would make an opportunity
each semester (more often if warranted) to ask each student in each class I facilitated to
tell me which of my actions each student reckoned as respect. A simple way to ask
would be to invite each student to make a bullet point list of phrases in answer to the
prompt: I feel respected when my teacher.... If a particular student’s answers did not
provide insight that proved effective when I enacted it, then I could say, “Tell me more
about that,” or I could ask, “Can you tell me why?”

Were I to need yet more information in order to effectively respect that student,
then I would try asking the student to complete the I-statement adapted from the Conflict
Resolution Network (2015): When my teacher...it made me feel and/or think...so in the
future I would prefer.... If I also wanted to know the meaning the student made of the
teacher action named in the I-statement, then I would follow with the prompt: Dear
Teacher, what this experience meant to me was.... I would be sure to invite the student
to complete this latter prompt by sharing (under the understanding of no possibility of
negative ramifications from me) what the student would likely to tell a parent or a close
friend about the incident, because that indicates how the student really feels (per Joann).

I recommend other teachers, teacher-educators, and pre-service teachers try using
the same approaches as named above. While the contributions of this study are
important and have implications for teaching, I believe specific information direct from
the source (student) is the most expeditious way to find ways to effectively respect a
student. Teacher-educators in particular might find producing the play (perhaps even
with actively teaching teachers and pre-service teachers as the actors) effective in communicating the conclusions from this study in a memorable way.
REFERENCES


APPENDICES
APPENDIX A

IRB APPROVAL LETTER

Office of Research Administration

Notice of Approval

Date: February 5, 2016
To: P. Ehlers, Engineer, Curricular & Instructional Studies
From: Sharon McWherter, IRB Administrator
IRB Number: 20151102-1
Title: Teacher A like Tenth Grade Physical Science Students: Read Aloud (Re)Presentations of Teacher-to-Teacher Request in the Classroom

Thank you for submitting your Request for Change in Approval Protocol to the IRB for review. Your change represents minimal risk to subjects and has been approved.

Approval Category: Expedited 6 & 7
Approval Date: February 4, 2016
Expiration Date: November 30, 2016
Continuation Application Due: October 30, 2016

In addition, the following issues approved:

- Research involving children
- Research involving prisoners
- Waiver of documentation of consent
- Waiver or alteration of consent
- IRB approval is given for no more than 12 months. If your project will be active for longer than one year, it is your responsibility to submit an Application for Continuation prior to the expiration date.
- If changes are made to the protocol before the expiration date you must submit a Request for Change form for review and approval before the change is implemented.
- When the project is completed you must submit a Final Report to close the IRB file.
- If this research is being conducted for a master's thesis or doctoral dissertation, you must file a copy of this letter with the thesis or dissertation.
- All forms are available on the ORA website at http://www.ohiopolu.edu/research/ogard/ihforms.ott
- CITI Certification is valid for three years. Any continuation of this protocol or approval of new research is contingent upon maintaining a current CITI Certification. It is your responsibility to update your certification as needed. The link to the CITI home login screen is: https://www.citiprogram.org/

☑ Approved consent form(s) attached

OHIO'S POLYTECHNIC UNIVERSITY
Linking the Arts & Humanities with Science & Technology
APPENDIX B

THE STUDENT POINT OF VIEW SURVEY

The Student Point of View

I want to volunteer for Level 2: ☑

(Read box above)

An effective way to let a person know how you think or feel about a nonverbal or verbal action they did or said is to use the phrase:

“When you... (name the thing the person did or said)... it made me think/feel... (state what you thought or felt)... so in the future I would prefer... (name what works for you).”

First, please think of a time when you think a teacher intended to show you respect. Then, please apply the idea above to the teacher’s nonverbal or verbal action intended as respectful.

Example: 1. When my teacher...
Check one or both of the following:
☑ Did this
☑ Said this
Please finish the 1st phrase of the sentence by stating what your teacher did or said:

1. When my teacher...

Check one or both of the following:
☑ Did this
☑ Said this
Please finish the 1st phrase of the sentence by stating what your teacher did and/or said:

2. ...it made me...

Check one or both of the following:
☑ Feel
☑ Think
Please finish the 2nd phrase of the sentence by stating what your teacher’s action made you think and/or feel:

3. Please finish the 3rd phrase and thereby complete the sentence:

... so in the future I would prefer...

4. Please complete the following sentence:

Dear Teacher, what this experience meant to me was...

Continued on the back ➔
5. Please list several verbal or nonverbal teacher actions you would use to complete the sentence below:

*I feel respected when my teacher...*

- 
- 
- 
- 
- 
- 
- 
- 
- 
- 

**Demographic Information About You:**

For each item below, please circle one:

1. I am a: Male Female
2. I am: African-American, non-Hispanic
   American Indian or Alaska Native
   Asian or Pacific Islander
   Hispanic
   Multiracial
   White, non-Hispanic
3. Is English a second language for you? Yes No
4. I am in: 10th grade Another grade: (Please state)
5. May age is: 15 years 16 years 17 years Another age: (Please state)

**Thank you!**

Disclaimer: The researcher understands that all surveys, questionnaires, and forms are to be completed by participants voluntarily, and the findings from this study in no way represent the philosophy and beliefs of the school district.
APPENDIX C

RESPECT-SHOWN FORM

Return only to the Researcher

Respect-shown Form

<table>
<thead>
<tr>
<th>Date:</th>
<th>Time or Class period:</th>
</tr>
</thead>
<tbody>
<tr>
<td>(Write in the date of incident)</td>
<td>(Write in when the incident occurred)</td>
</tr>
</tbody>
</table>

Dear Teacher:

When you...

(State what the teacher did or said)

... it made me... (circle one or both – )... think... feel...

(State what it made you think or feel)

... and I just want to say:

(Circle all that apply)

Thank you.  You rock.  Do it more often.

Good job.  Keep it up.  Right back at you.

Students need that from you.  It helped me a lot.

Other: ____________________________

(Write in your own positive feedback for the teacher.)

This form was filled out:

<table>
<thead>
<tr>
<th>Date:</th>
<th>Time:</th>
</tr>
</thead>
<tbody>
<tr>
<td>(Write in the date.)</td>
<td>(Write in the time.)</td>
</tr>
</tbody>
</table>

Disclaimer: The researcher understands that all surveys, questionnaires, and forms are to be completed by participants voluntarily, and the findings from this study in no way represent the philosophy and beliefs of the school district.
APPENDIX D

TWO TYPES OF RESPECT SURVEY
### Two Types of Respect
**Teacher-to-student Respect in the Classroom**

#### 1st Type: Respect-Due

<table>
<thead>
<tr>
<th>Number</th>
<th>Action</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Hear out student concerns.</td>
</tr>
<tr>
<td>2.</td>
<td>Understand students need reliable help.</td>
</tr>
<tr>
<td>4.</td>
<td>Treat students as adults.</td>
</tr>
<tr>
<td>5.</td>
<td>Allot extra time when warranted.</td>
</tr>
<tr>
<td>6.</td>
<td>Listen compassionately to students.</td>
</tr>
<tr>
<td>7.</td>
<td>Answer sincerely.</td>
</tr>
<tr>
<td>8.</td>
<td>Allow students the time needed for tasks.</td>
</tr>
<tr>
<td>9.</td>
<td>Respond to requests for help.</td>
</tr>
<tr>
<td>10.</td>
<td>Answer questions without an attitude.</td>
</tr>
<tr>
<td>11.</td>
<td>Modify teaching method to assist learning.</td>
</tr>
<tr>
<td>12.</td>
<td>Establish mutual trust.</td>
</tr>
<tr>
<td>13.</td>
<td>Explain instructions thoroughly.</td>
</tr>
<tr>
<td>15.</td>
<td>Allow students their own opinions.</td>
</tr>
<tr>
<td>16.</td>
<td>Refuse to give up on students.</td>
</tr>
</tbody>
</table>

#### 2nd Type: Respect-Earned

<table>
<thead>
<tr>
<th>Number</th>
<th>Action</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td></td>
</tr>
<tr>
<td>2.</td>
<td></td>
</tr>
<tr>
<td>3.</td>
<td></td>
</tr>
<tr>
<td>4.</td>
<td></td>
</tr>
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<td>5.</td>
<td></td>
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<tr>
<td>6.</td>
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<td>7.</td>
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<tr>
<td>8.</td>
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<tr>
<td>9.</td>
<td></td>
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<tr>
<td>10.</td>
<td></td>
</tr>
<tr>
<td>11.</td>
<td></td>
</tr>
<tr>
<td>12.</td>
<td></td>
</tr>
<tr>
<td>13.</td>
<td></td>
</tr>
<tr>
<td>14.</td>
<td></td>
</tr>
<tr>
<td>15.</td>
<td></td>
</tr>
<tr>
<td>16.</td>
<td></td>
</tr>
</tbody>
</table>

**Disclaimer:** The researcher understands that all surveys, questionnaires, and forms are to be completed by participants voluntarily, and the findings from this study in no way represent the philosophy and beliefs of the school district.
# Preliminary Teacher Action Table

<table>
<thead>
<tr>
<th>Action</th>
<th>Positive Behavior</th>
<th>Neutral Behavior</th>
<th>Negative Behavior</th>
</tr>
</thead>
<tbody>
<tr>
<td>Asks genuine questions.</td>
<td>Accepts late work.</td>
<td>[Does time to help me.</td>
<td>[Exudes] a good vibe.</td>
</tr>
<tr>
<td>Asks how I feel about [this] content.</td>
<td>Cares about how I feel as a person.</td>
<td>[Breaks the rules to help me.]</td>
<td>[Say[s] thank you.]</td>
</tr>
<tr>
<td>Asks if I understand.</td>
<td>Cares about me.</td>
<td>[Guides me through a process.]</td>
<td>[Exercise[s] patience with me.]</td>
</tr>
<tr>
<td>Asks me about myself</td>
<td>Cares that I have emotions and feelings.</td>
<td>[Joins me to overwork me.]</td>
<td>[Brings positive energy to the atmosphere.]</td>
</tr>
<tr>
<td>Communicates with me on issues I care about.</td>
<td>Realizes when they assigned hard work and [modifies the assignment.]</td>
<td>[Takes one on one practice or help.]</td>
<td>[Thanks me.]</td>
</tr>
<tr>
<td>Communicates with me.</td>
<td>Relates to me.</td>
<td>Is helpful.</td>
<td>Has fun with us.</td>
</tr>
<tr>
<td>Converse about work or grades.</td>
<td>Takes in to account what is happening in [my personal life.]</td>
<td>[Includes me.]</td>
<td>[Looks concerned when I have an issue.]</td>
</tr>
<tr>
<td>Enters missing grades that I remind them about.</td>
<td>Takes into account my life.</td>
<td>[Holds personal conversations with me.]</td>
<td>[Stays [un]hypocritical.]</td>
</tr>
<tr>
<td>Tells me what I did right and wrong.</td>
<td>Offers to help after school.</td>
<td>[Encourages.]</td>
<td>[Talks to me like a friend.]</td>
</tr>
<tr>
<td>Tells me what I did wrong.</td>
<td>[Tries to help me.]</td>
<td>[Believes I can do the work.]</td>
<td>[Talks to me as if I am capable of understanding.]</td>
</tr>
<tr>
<td>Tells me when I did [well].</td>
<td>[Tries to make interesting assignments.]</td>
<td>[Believes what I say (or at least gives me some credit).]</td>
<td>[Spokes to me as if I am capable of understanding.]</td>
</tr>
<tr>
<td>Listens attentively to me and to my comments, concerns, explanations, opinions, and questions without cutting me off.</td>
<td>[Understands me] and [understands what I want to say.]</td>
<td>[Recognizes my achievements.]</td>
<td>[Talks about more advanced topics with me.]</td>
</tr>
<tr>
<td>Helps me at all times, even if I do not ask, especially when a task is too difficult, to understand what we are learning and to solve issues.</td>
<td>[Always answers all my questions without an attitude.]</td>
<td>[Looks me in the eye when they talk to me.]</td>
<td>[Is patient.]</td>
</tr>
<tr>
<td>Awards and霍普斯 I do well.</td>
<td>[Wants &amp; Hopes I] do well.</td>
<td>[Responds in a calm and collected way.]</td>
<td>[Speaks patiently and calmly to students.]</td>
</tr>
<tr>
<td>Values me for doing a lot of work.</td>
<td>[Wants to know more about me personally.]</td>
<td>[Makes eye contact.]</td>
<td>[Treats other people well, treats all students equally and fairly under the same set of rules, treats me as an equal, and treats me in the same way I treat them.]</td>
</tr>
</tbody>
</table>
APPENDIX F
INTERVIEW PROTOCOL

Interview Protocol

Date: __________

Digital Recorder File Number: ______

Case # (circle one): 1 2 3 4 5 6 7

"I will not be using your name in my write-up of this study. Would you like to choose another name for me to use?"

If yes, then Name: ___________

May record this interview with you? Yes ___ No ___

If yes, then: "I will turn on the digital recorder and ask you again":

"May I record this interview with you?" Student said "Yes" out loud: ☐

"Today's date is: _____ / _____ / _____ and the time is: __________ am or pm.

Teacher-to-Student Respect in the Classroom:

So, you already know I'm interested in learning what teacher verbal and non-verbal actions students see as respectful of students.

BUT BEFORE WE TALK ABOUT THAT...

I'd like you to just tell me about yourself:

Would you say respect important to you?

Where or when do you do you think you learned that?

Did you bring back the Respect-shown forms? Any thoughts?

Also bring them to the follow-up, OK?

What things do you see teachers do that make you feel respected?

Do you ever tell a teacher that? (Do you think you might?)

(Over => )
If you were going to ask students about teachers respecting students in the classroom, how would you do it?

Do you think students are interested in answering these questions on respect? Why?

Is there an idea on respect you've always wanted to tell somebody, but never actually put into words?

What else might you be able to tell me?

**THANK YOU SO VERY MUCH FOR SHARING WITH ME**

I will write up information from this interview and run it past you when we meet on:

(Please bring the green Respect-shown Forms.)

Demographic Information About You

For each item below, please circle one:

1. I am a: Male Female
2. I am:
   - African-American, non-Hispanic
   - American Indian or Alaska Native
   - Asian or Pacific Islander
   - Hispanic
   - Multiracial
   - White, non-Hispanic
3. Is English a second language for you? Yes No
4. I am in:
   - 10th grade
   - 11th grade
   - 12th grade
5. May age is:
   - 15 years
   - 16 years
   - 17 years
   - 18 years

**Thank you!**

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APPENDIX G

RESPECTMATRIX
RespectMatrix

**INSTRUCTIONS:** Circle the number inside each box that contains a phrase naming a teacher action you consider respectful of you in the classroom.

<table>
<thead>
<tr>
<th>1.</th>
<th>2.</th>
<th>3.</th>
<th>4.</th>
<th>5.</th>
<th>6.</th>
<th>7.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Asks if I understand.</td>
<td>Realizes when they assigned hard work and modifies the assignment.</td>
<td>Offers help after school.</td>
<td>Guides me through the process.</td>
<td>Refuses to give up on me.</td>
<td>Allows me to express my opinion.</td>
<td>Speaks to me as if I am capable of understanding.</td>
</tr>
<tr>
<td>Asks how I feel about the content.</td>
<td>Cares about how I feel as a person.</td>
<td>Brings positive energy to the atmosphere.</td>
<td>Spends time on a topic to make sure it is understood.</td>
<td>Remembers to put my grades in.</td>
<td>Trusts me.</td>
<td>Looks concerned when I have an issue.</td>
</tr>
<tr>
<td>15.</td>
<td>16.</td>
<td>17.</td>
<td>18.</td>
<td>19.</td>
<td>20.</td>
<td>21.</td>
</tr>
<tr>
<td>Communicates with me on issues I care about.</td>
<td>Accepts late work.</td>
<td>Shows interest in helping me get better.</td>
<td>Remembers to answer my questions.</td>
<td>Holds a positive conversation.</td>
<td>Believes I can do the work.</td>
<td>Talks to me in a friendly manner.</td>
</tr>
<tr>
<td>22.</td>
<td>23.</td>
<td>24.</td>
<td>25.</td>
<td>26.</td>
<td>27.</td>
<td>28.</td>
</tr>
<tr>
<td>Tells me what I did right and wrong.</td>
<td>Cares that I have emotions and feelings.</td>
<td>Spends time to help me.</td>
<td>Teaches me about the &quot;real world&quot; from experience.</td>
<td>Congratulates me.</td>
<td>Thanks me.</td>
<td>Pays attention to all students' grades.</td>
</tr>
<tr>
<td>29.</td>
<td>30.</td>
<td>31.</td>
<td>32.</td>
<td>33.</td>
<td>34.</td>
<td>35.</td>
</tr>
<tr>
<td>Wants to know more about me personally.</td>
<td>Takes into account what is happening in my personal life.</td>
<td>Does one-on-one practice or help.</td>
<td>Is patient with me.</td>
<td>Encourages.</td>
<td>Trusts me enough to leave the class unsupervised.</td>
<td>Responds in a calm and collected way.</td>
</tr>
<tr>
<td>36.</td>
<td>37.</td>
<td>38.</td>
<td>39.</td>
<td>40.</td>
<td>41.</td>
<td>42.</td>
</tr>
<tr>
<td>Looks me in the eye when they talk to me.</td>
<td>Tries to make interesting assignments.</td>
<td>Is helpful.</td>
<td>Teaches me one-on-one.</td>
<td>Wants &amp; hopes I do well.</td>
<td>Is honest with me.</td>
<td>Exercises patience with me.</td>
</tr>
<tr>
<td>43.</td>
<td>44.</td>
<td>45.</td>
<td>46.</td>
<td>47.</td>
<td>48.</td>
<td>49.</td>
</tr>
<tr>
<td>Asks genuine questions.</td>
<td>Relates to me.</td>
<td>Changes pace to keep students caught up.</td>
<td>Teaches new things to me.</td>
<td>Smiles.</td>
<td>Makes eye contact.</td>
<td>Has fun with us.</td>
</tr>
<tr>
<td>50.</td>
<td>51.</td>
<td>52.</td>
<td>53.</td>
<td>54.</td>
<td>55.</td>
<td>56.</td>
</tr>
<tr>
<td>Communicates with me.</td>
<td>Breaks the rules to help me.</td>
<td>Chooses to not overwork me.</td>
<td>Talks to me like a friend.</td>
<td>Recognizes me.</td>
<td>Believes what I say.</td>
<td>Speaks patiently and calmly to students.</td>
</tr>
<tr>
<td>57.</td>
<td>58.</td>
<td>59.</td>
<td>60.</td>
<td>61.</td>
<td>62.</td>
<td>63.</td>
</tr>
<tr>
<td>Converses about work or grades.</td>
<td>Holds personal conversations with me.</td>
<td>Makes time to explain something to me.</td>
<td>Talks about more advanced topics with me.</td>
<td>Recognizes my achievements.</td>
<td>Tells me when I did well.</td>
<td>Is not hypocritical.</td>
</tr>
<tr>
<td>As a Person.</td>
<td>As a Teacher (Teacher).</td>
<td>Answers</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>----------------------------------</td>
<td>---------------------------------------------</td>
<td>----------------------------------</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Gives me:</strong></td>
<td><strong>Treats:</strong></td>
<td><strong>Understands:</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1. Time to complete assignments.</td>
<td>1. Other people well (is polite).</td>
<td>1. Me,</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2. Second chances,</td>
<td>2. Treats all students equally and fairly</td>
<td>2. How I am feeling, and</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3. Ideas,</td>
<td>under the same set of rules.</td>
<td>3. What I want to say.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4. Support,</td>
<td>3. Treats me as an equal, and</td>
<td><strong>Understands I have:</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>5. Room to make mistakes,</td>
<td>4. Treats me in the same way I treat them.</td>
<td>1. Bad days,</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>6. Feedback,</td>
<td></td>
<td>2. Less content-area knowledge,</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>7. Appropriate assignments,</td>
<td></td>
<td>3. Dilemmas,</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>and Encouragement.</td>
<td></td>
<td>4. Personal circumstances, and</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>5. Other classes.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Congratulates me.</strong></td>
<td><strong>Believes</strong> what I say (or at least gives me some credit).</td>
<td><strong>Brings</strong> positive energy to the atmosphere.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Encourages me.</strong></td>
<td><strong>Believes</strong> I can do the work.</td>
<td><strong>Breaks</strong> the rules to help me.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td><strong>Is honest</strong> with me.</td>
<td><strong>Changes</strong> pace to keep students caught up.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Holds a positive conversation.</strong></td>
<td><strong>Exercises</strong> patience with me.</td>
<td><strong>Remembers</strong> to answer questions.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Recognizes me.</strong></td>
<td><strong>Has</strong> fun with us.</td>
<td><strong>Teaches</strong> me about the “real world” from experience.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Recognizes my achievements.</strong></td>
<td><strong>Communicates</strong> with me.</td>
<td><strong>Teaches</strong> me one-on-one.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Refuses to give up on me.</strong></td>
<td><strong>Communicates</strong> with me on issues / care about.</td>
<td><strong>Makes</strong> time to explain something to me.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Trusts me enough to leave the class unsupervised.</strong></td>
<td><strong>Seeks</strong> concerned when I have an issue.</td>
<td><strong>Teaches</strong> new things to me.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Rewards me for doing a lot of work.</strong></td>
<td><strong>Pays</strong> attention to all students' grades.</td>
<td><strong>Offers</strong> to help after school.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Smiles.</strong></td>
<td><strong>Enters</strong> missing grades that I reminded them of.</td>
<td><strong>Offers</strong> to help me.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Supports</strong> I need.</td>
<td><strong>Holds</strong> personal conversations with me.</td>
<td><strong>Shows</strong> interest in helping me get better.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Says thank you.</strong></td>
<td><strong>Takes into account</strong> my life.</td>
<td><strong>Spends</strong> time to help me.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Speaks patiently and calmly to students.</strong></td>
<td><strong>Tells</strong> me what I did right and wrong.</td>
<td><strong>Tries</strong> to make interesting assignments.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Wants to know more about me personally.</strong></td>
<td><strong>Stays</strong> un-hypocritical.</td>
<td><strong>Tries</strong> to help me.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Stays un-hypocritical.</strong></td>
<td><strong>Talks</strong> about more advanced topics with me.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Talks to me in a friendly manner.</strong></td>
<td><strong>Tells</strong> me when I did well.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Talks to me like a friend.</strong></td>
<td><strong>Talks</strong> to me a friendly manner.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Always Answers All my Questions Without an Attitude</strong></td>
<td></td>
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<td></td>
<td></td>
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<td></td>
</tr>
</tbody>
</table>
APPENDIX I

CHETSCHART
### Chester's Teacher Actions of “Respect and Not Respect” Chart

<table>
<thead>
<tr>
<th>Minimum</th>
<th>[no label given]</th>
<th>More Respectful</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Guides me through a process. Answers</th>
<th>Makes eye contact. <em>Lets</em></th>
<th>Communicates with me. <em>Listens</em></th>
<th>Chooses to not overwork me. <em>Helps</em></th>
<th>Does one-on-one practice or help. <em>Helps</em></th>
<th>Stays “unhypocritical.” <em>Treats</em></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Says thank you. <em>Lets</em></td>
<td>Asks if I understand. <em>Listens</em></td>
<td>Realizes when they assigned hard work and modifies the assignment. <em>Understands</em></td>
<td>Tries to make interesting assignments. <em>Helps</em></td>
<td>Teaches me about the “real world” from experience. <em>Answers</em></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Trusts me enough to leave the class unsupervised. <em>Lets</em></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Polite ⇒</th>
<th>Caring (Starting to Understand) ⇒</th>
<th>Acts on Caring</th>
<th>Trust [no arrow]</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**KEY:** Answers; Gives; Helps; Lets; Listens; Treats; Understands = 7 Teacher Action Categories of Respect.
APPENDIX J

PARTICIPANTS’ RESPECTPRINTS

<table>
<thead>
<tr>
<th>Quincy’s RespectPrint</th>
<th>Gives</th>
<th>Lets</th>
<th>Treats</th>
<th>Listens</th>
<th>Understands</th>
<th>Helps</th>
<th>Answers</th>
</tr>
</thead>
<tbody>
<tr>
<td>Brings positive energy to the atmosphere. Refuses to give up on me.</td>
<td>Thanks me.</td>
<td>Treats me.</td>
<td>Excuses patience with me. Has fun with us.</td>
<td>Looks me in the eye when they talk to me.</td>
<td>Accepts late work.</td>
<td>Spends time to help me.</td>
<td>Has patience.</td>
</tr>
<tr>
<td>Congratulates me.</td>
<td>Trusts me enough to leave the class unsupervised!</td>
<td>Looks concerned when I have a issue.</td>
<td>Asks if I understand.</td>
<td>Realizes when they assigned hard work and modifies the assignment.</td>
<td>Makes time to explain something to me.</td>
<td>Guides me through a process.</td>
<td></td>
</tr>
<tr>
<td>Encourages.</td>
<td>Allows me my own opinions.</td>
<td>Talks to me in a friendly manner.</td>
<td>Communicates with me.</td>
<td>Takes into account my life.</td>
<td>Offers to help after school.</td>
<td>Spends time on a topic to make sure it is understood.</td>
<td></td>
</tr>
<tr>
<td>Holds a positive conversation.</td>
<td>Believes I can do the work.</td>
<td>Pays attention to all students’ grades.</td>
<td>Converses about work or grades.</td>
<td>Shows interest in helping me get better.</td>
<td></td>
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</tr>
<tr>
<td>Recognizes my achievements.</td>
<td>Believes what I say (or at least gives me some credit).</td>
<td>Speaks to me as if I am capable of understanding</td>
<td>Enters missing grades that I remind them of.</td>
<td></td>
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</tr>
<tr>
<td>Remembers to put my grades in.</td>
<td>Responds in a calm and collected way.</td>
<td>Tells me what I did right and wrong.</td>
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</tr>
<tr>
<td>Responds in a calm and collected way.</td>
<td>Wants and hopes I do well.</td>
<td>Wants to know more about me personally.</td>
<td></td>
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<td></td>
<td>Gives</td>
<td>Lets</td>
<td>Treats</td>
<td>Listens</td>
<td>Understands</td>
<td>Helps</td>
<td>Answers</td>
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<tr>
<td>Refuses to give up on</td>
<td>Lets me enough to leave the class</td>
<td>Says thank you</td>
<td>Asks if I understand</td>
<td>Chooses to not overwork me</td>
<td>Brings positive energy to the atmosphere</td>
<td>Guides me through a process</td>
<td></td>
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<tr>
<td>me</td>
<td>unsupervised</td>
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</tr>
<tr>
<td>Remembers to put my</td>
<td>Is honest with me</td>
<td>Allows me my opinions</td>
<td>Communicates with me</td>
<td>Tries to make interesting assignments</td>
<td>Breaks the rules to help me</td>
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<td>grades in</td>
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<tr>
<td>Makes eye contact</td>
<td></td>
<td>Accepts late work</td>
<td>Does one-on-one practice or help</td>
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<tr>
<td>Stays un-hypocritical</td>
<td></td>
<td>Realizes when they assigned hard work</td>
<td>Shows interest in helping me get better</td>
<td></td>
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<td></td>
<td></td>
<td>and modifies the assignment</td>
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<tr>
<td>Speaks to me as if I</td>
<td></td>
<td>Takes into account what is happening in</td>
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<tr>
<td>am capable of</td>
<td></td>
<td>my personal life</td>
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<tr>
<td>understanding</td>
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</tr>
<tr>
<td>Gives</td>
<td>Lets</td>
<td>Treats</td>
<td>Listens</td>
<td>Understands</td>
<td>Helps</td>
<td>Answers</td>
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</tr>
<tr>
<td>Congratulates me.</td>
<td>Believes what I say (or at least gives me some credit).</td>
<td>Allows me my own opinions.</td>
<td>Asks how I feel about the content.</td>
<td>Cares about how I feel as a person.</td>
<td>Brings positive energy to the atmosphere.</td>
<td>Teaches me about the “real world” from experience.</td>
<td></td>
</tr>
<tr>
<td>Holds a positive conversation.</td>
<td>Is honest with me.</td>
<td>Believes I can do the work.</td>
<td>Asks if I understand.</td>
<td>Cares that I have emotions and feelings.</td>
<td>Does 1-on-1 practice or help.</td>
<td>Is helpful.</td>
<td></td>
</tr>
<tr>
<td>Recognizes me.</td>
<td>Makes eye contact.</td>
<td>Exercises patience with me.</td>
<td>Communicates with me on issues I care about.</td>
<td>Realizes when they assigned hard work and modifies the assignment.</td>
<td></td>
<td></td>
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</tr>
<tr>
<td>Refuses to give up on me.</td>
<td>Thanks me.</td>
<td>Has fun with us.</td>
<td>Holds personal conversations with me.</td>
<td>Takes into account my life.</td>
<td>Offers to help after school.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Remembers to put my grades in.</td>
<td>Trusts me.</td>
<td>Is patient.</td>
<td>Looks me in the eye when they talk to me.</td>
<td>Takes in to account what is happening in my personal life.</td>
<td>Shows interest in helping me get better.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Trusts me enough to leave the class unsupervised.</td>
<td></td>
<td>Looks concerned when I have an issue.</td>
<td>Tells me what I did right and wrong.</td>
<td></td>
<td></td>
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</tr>
<tr>
<td>Rewards me for doing a lot of work.</td>
<td>Pays attention to all students’ grades</td>
<td></td>
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<td></td>
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</tr>
<tr>
<td>Smiles.</td>
<td>Responds in a calm and collected way.</td>
<td></td>
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</tr>
<tr>
<td>Wants to know more about me personally.</td>
<td>Says thank you.</td>
<td>Speaks patiently and calmly to students.</td>
<td>Talks to me in a friendly manner.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
### Trésa’s Respect

<table>
<thead>
<tr>
<th></th>
<th>Gives</th>
<th>Lets</th>
<th>Treats</th>
<th>Listens</th>
<th>Understands</th>
<th>Helps</th>
<th>Answers</th>
</tr>
</thead>
<tbody>
<tr>
<td>Encourages me.</td>
<td> </td>
<td>Is honest with me.</td>
<td> </td>
<td> </td>
<td>Sometimes: Accepts late work.</td>
<td> </td>
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</tr>
<tr>
<td></td>
<td> </td>
<td>Allows me my own opinions.</td>
<td> </td>
<td> </td>
<td> </td>
<td>Sometimes: Brings positive energy to the atmosphere</td>
<td> </td>
</tr>
<tr>
<td>Remembers to put my grades in.</td>
<td>Sometimes: Keeps conversations quiet.</td>
<td>Pays attention to all students’ grades</td>
<td>Asks how I feel about the content.</td>
<td> </td>
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</tr>
<tr>
<td></td>
<td>Sometimes: Looks me in the eye.</td>
<td>Responds in a calm and collected way.</td>
<td>Asks if I understand.</td>
<td> </td>
<td>Realizes when they assigned hard work and modifies the assignment.</td>
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</tr>
<tr>
<td></td>
<td>Sometimes: Makes eye contact.</td>
<td>Speaks patiently and calmly to students.</td>
<td>Communicates with me.</td>
<td> </td>
<td>Shows interest in helping me get better.</td>
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<tr>
<td></td>
<td> </td>
<td>Speaks to me as if I am capable of understanding</td>
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<tr>
<td></td>
<td> </td>
<td>Enters missing grades that I remind them of.</td>
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<tr>
<td></td>
<td> </td>
<td>Talks to me in a friendly manner.</td>
<td>Sometimes: Looks me in the eye when talking to me.</td>
<td> </td>
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<td>Tries to help me.</td>
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</tbody>
</table>

- Sometimes: Occasionally.
<table>
<thead>
<tr>
<th>Mandy’s RespectPrint</th>
<th>Gives</th>
<th>Lets</th>
<th>Treats</th>
<th>Listens</th>
<th>Understands</th>
<th>Helps</th>
<th>Answers</th>
</tr>
</thead>
<tbody>
<tr>
<td>Refuses to give up on me.</td>
<td>Thanks me.</td>
<td>Allows me my own opinions.</td>
<td>Asks genuine questions.</td>
<td>Cares about how I feel as a person.</td>
<td>Offers to help after school.</td>
<td>Guides me through a process.</td>
<td></td>
</tr>
<tr>
<td>Recognizes my achievements.</td>
<td>Trusts me.</td>
<td>Believes I can do the work.</td>
<td>Communicates with me on issues I care about.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Wants &amp; Hopes I do well.</td>
<td>Looks concerned when I have an issue.</td>
<td>Holds personal conversations with me.</td>
<td></td>
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<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Wants to know more about me personally.</td>
<td>Speaks to me as if I am capable of understanding.</td>
<td>Talks about more advanced topics with me.</td>
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</tbody>
</table>

Talks to me like a friend.
### Teacher-to-Student Classroom Respect Differentiator

**INSTRUCTIONS:** Circle the number inside each box that contains a phrase naming a teacher action you consider respectful of you in the classroom.

<table>
<thead>
<tr>
<th>1.</th>
<th>2.</th>
<th>3.</th>
<th>4.</th>
<th>5.</th>
<th>6.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Asks if I understand.</td>
<td>Asks how I feel about the assignment.</td>
<td>Offers to help after school.</td>
<td>Guides me through a process.</td>
<td>Refuses to give up on me.</td>
<td>Allows me to express opinions.</td>
</tr>
<tr>
<td>8.</td>
<td>9.</td>
<td>10.</td>
<td>11.</td>
<td>12.</td>
<td>13.</td>
</tr>
<tr>
<td>Makes me understand.</td>
<td>Cares about how I feel as a person.</td>
<td>Brings positive energy to the atmosphere.</td>
<td>Spends time on a topic to make sure it is understood.</td>
<td>Remembers to put my grades in.</td>
<td>Treats me as if I am capable of understanding.</td>
</tr>
<tr>
<td>14.</td>
<td>15.</td>
<td>16.</td>
<td>17.</td>
<td>18.</td>
<td>19.</td>
</tr>
<tr>
<td>Communicates with me on issues I care about.</td>
<td>Accepts late work.</td>
<td>Shows interest in helping me get better.</td>
<td>Remembers to answer my questions.</td>
<td>Holds a positive conversation.</td>
<td>Believes I can do the work.</td>
</tr>
<tr>
<td>20.</td>
<td>21.</td>
<td>22.</td>
<td>23.</td>
<td>24.</td>
<td>25.</td>
</tr>
<tr>
<td>Tells me what I did right and wrong.</td>
<td>Cares that I have emotions and feelings.</td>
<td>Spends time to help me.</td>
<td>Teaches me about the &quot;real world&quot; from experience.</td>
<td>Congratulates me.</td>
<td>Thanks me.</td>
</tr>
<tr>
<td>26.</td>
<td>27.</td>
<td>28.</td>
<td>29.</td>
<td>30.</td>
<td>31.</td>
</tr>
<tr>
<td>Wants to know more about me personally.</td>
<td>Takes into account what is happening in my personal life.</td>
<td>Do's one-on-one practice or help.</td>
<td>Is patient with me.</td>
<td>Encourages me.</td>
<td>Treats me enough to leave the class unsupervised.</td>
</tr>
<tr>
<td>32.</td>
<td>33.</td>
<td>34.</td>
<td>35.</td>
<td>36.</td>
<td>37.</td>
</tr>
<tr>
<td>Acts in an honest manner.</td>
<td>Is helpful.</td>
<td>Teaches me one-on-one.</td>
<td>Wants &amp; Hopes I do well.</td>
<td>Is honest with me.</td>
<td>Exercises patience when.</td>
</tr>
<tr>
<td>38.</td>
<td>39.</td>
<td>40.</td>
<td>41.</td>
<td>42.</td>
<td>43.</td>
</tr>
<tr>
<td>Asks genuine questions.</td>
<td>Focuses on the task at hand.</td>
<td>Changes pace to keep students caught up.</td>
<td>Takes me out of class.</td>
<td>Makes eye contact.</td>
<td>Has fun with us.</td>
</tr>
<tr>
<td>44.</td>
<td>45.</td>
<td>46.</td>
<td>47.</td>
<td>48.</td>
<td>49.</td>
</tr>
<tr>
<td>Asks me to do more work.</td>
<td>Breaks the rules to help me.</td>
<td>Tries to make interesting assignments.</td>
<td>Teaches me about the &quot;real world&quot; from experience.</td>
<td>Relates to me.</td>
<td>Speaks patiently and calmly to students.</td>
</tr>
<tr>
<td>50.</td>
<td>51.</td>
<td>52.</td>
<td>53.</td>
<td>54.</td>
<td>55.</td>
</tr>
<tr>
<td>Commends me on my work or grades.</td>
<td>Holds personal conversations with me.</td>
<td>Makes time to explain something to me.</td>
<td>Talks about more advanced topics with me.</td>
<td>Recognizes my achievements.</td>
<td>Tells me when I did well.</td>
</tr>
<tr>
<td>56.</td>
<td>57.</td>
<td>58.</td>
<td>59.</td>
<td>60.</td>
<td>61.</td>
</tr>
<tr>
<td>Encourages me.</td>
<td>Looks me in the eye when they talk to me.</td>
<td>Converses about work or grades.</td>
<td>Talks to me like a friend.</td>
<td>Has fun with us.</td>
<td>Is not hypocritical.</td>
</tr>
</tbody>
</table>

**INSTRUCTIONS:** For every number circled in the matrix above, circle the same number on the following 2 pages and complete the remaining instructions for those items only.
### Teacher-to-Student Classroom Respect Differentiator

<table>
<thead>
<tr>
<th>1st Type Respect-Due</th>
<th>Teacher Actions</th>
<th>2nd Type Respect-Earned</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Check (✓) only this column</strong></td>
<td><strong>Instructions:</strong> Sort the items on this list by: Placing a Check (✓) in the box in one column or the other column.</td>
<td><strong>Check (✓) only this column.</strong> Should be shown by Teachers to those Students who merit it.</td>
</tr>
<tr>
<td>1. ✓</td>
<td>1. Asks if I understand.</td>
<td>1. ✓</td>
</tr>
<tr>
<td>2. ✓</td>
<td>2. Realizes they assigned hard work &amp; modifies assignment.</td>
<td>2. ✓</td>
</tr>
<tr>
<td>3. ✓</td>
<td>3. Offers to help after school.</td>
<td>3. ✓</td>
</tr>
<tr>
<td>4. ✓</td>
<td>4. Guides me through a process.</td>
<td>4. ✓</td>
</tr>
<tr>
<td>5. ✓</td>
<td>5. Refuses to give up on me.</td>
<td>5. ✓</td>
</tr>
<tr>
<td>6. ✓</td>
<td>6. Allows me my own opinions.</td>
<td>6. ✓</td>
</tr>
<tr>
<td>7. ✓</td>
<td>7. Speaks to me as if I am capable of understanding.</td>
<td>7. ✓</td>
</tr>
<tr>
<td>8. ✓</td>
<td>8. Asks how I feel about the content.</td>
<td>8. ✓</td>
</tr>
<tr>
<td>9. ✓</td>
<td>9. Cares about how I feel as a person.</td>
<td>9. ✓</td>
</tr>
<tr>
<td>10. ✓</td>
<td>10. Brings positive energy to the atmosphere.</td>
<td>10. ✓</td>
</tr>
<tr>
<td>11. ✓</td>
<td>11. Spends time on a topic to make sure it is understood.</td>
<td>11. ✓</td>
</tr>
<tr>
<td>12. ✓</td>
<td>12. Remembers to put my grades in.</td>
<td>12. ✓</td>
</tr>
<tr>
<td>13. ✓</td>
<td>13. Looks concerned when I have an issue.</td>
<td>13. ✓</td>
</tr>
<tr>
<td>15. ✓</td>
<td>15. Communicates with me on issues I care about.</td>
<td>15. ✓</td>
</tr>
<tr>
<td>16. ✓</td>
<td>16. Accepts late work.</td>
<td>16. ✓</td>
</tr>
<tr>
<td>17. ✓</td>
<td>17. Shows interest in helping me get better.</td>
<td>17. ✓</td>
</tr>
<tr>
<td>18. ✓</td>
<td>18. Remembers to answer my questions.</td>
<td>18. ✓</td>
</tr>
<tr>
<td>20. ✓</td>
<td>20. Believes I can do the work.</td>
<td>20. ✓</td>
</tr>
<tr>
<td>21. ✓</td>
<td>21. Talks to me in a friendly manner.</td>
<td>21. ✓</td>
</tr>
<tr>
<td>22. ✓</td>
<td>22. Tells me what I did right and wrong.</td>
<td>22. ✓</td>
</tr>
<tr>
<td>23. ✓</td>
<td>23. Cares that I have emotions and feelings.</td>
<td>23. ✓</td>
</tr>
<tr>
<td>25. ✓</td>
<td>25. Teaches me of the “real world” from experience.</td>
<td>25. ✓</td>
</tr>
<tr>
<td>27. ✓</td>
<td>27. Thanks me.</td>
<td>27. ✓</td>
</tr>
<tr>
<td>28. ✓</td>
<td>28. Pays attention to all students’ grades.</td>
<td>28. ✓</td>
</tr>
<tr>
<td>29. ✓</td>
<td>29. Wants to know more about me personally.</td>
<td>29. ✓</td>
</tr>
<tr>
<td>31. ✓</td>
<td>31. Does one-on-one practice or help.</td>
<td>31. ✓</td>
</tr>
<tr>
<td>Teacher-to-Student Classroom Respect Differentiator</td>
<td></td>
<td></td>
</tr>
<tr>
<td>-----------------------------------------------</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>1st Type: Respect-Due</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Check (✓) only this column</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Should be shown by all Teachers to all Students at all times.</td>
<td></td>
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</tr>
<tr>
<td>32. [ ] 32. Is patient with me.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>33. [ ] 33. Encourages.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>34. [ ] 34. Treats me enough to leave the class unsupervised.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>35. [ ] 35. Responds in a calm and collected way.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>36. [ ] 36. Looks me in the eye when they talk to me.</td>
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<tr>
<td>37. [ ] 37. Tries to make interesting assignments</td>
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<tr>
<td>38. [ ] 38. Is helpful.</td>
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<tr>
<td>39. [ ] 39. Teaches me one-on-one.</td>
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<tr>
<td>40. [ ] 40. Wants &amp; Hopes I do well.</td>
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<tr>
<td>41. [ ] 41. Makes eye contact.</td>
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<tr>
<td>42. [ ] 42. Exercises patience with me.</td>
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<td>43. [ ] 43. Asks genuine questions.</td>
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<td>44. [ ] 44. Relates to me.</td>
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<tr>
<td>45. [ ] 45. Changes pace to keep students caught up.</td>
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<tr>
<td>46. [ ] 46. Teaches new things to me.</td>
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<tr>
<td>47. [ ] 47. Smiles.</td>
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<td>48. [ ] 48. Makes eye contact.</td>
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<tr>
<td>49. [ ] 49. Has fun with us.</td>
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<td>50. [ ] 50. Communicates with me.</td>
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<td>51. [ ] 51. Breaks the rules to help me</td>
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<tr>
<td>52. [ ] 52. Chooses to not overwork me</td>
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<tr>
<td>53. [ ] 53. Talks to me like a friend.</td>
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<td>54. [ ] 54. Recognizes me.</td>
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<td>55. [ ] 55. Believes what I say.</td>
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<tr>
<td>56. [ ] 56. Speaks patiently and calmly to students.</td>
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<tr>
<td>57. [ ] 57. Converses about work or grades.</td>
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<tr>
<td>58. [ ] 58. Holds personal conversations with me.</td>
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<tr>
<td>59. [ ] 59. Makes time to explain something to me.</td>
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<tr>
<td>60. [ ] 60. Talks about more advanced topics with me.</td>
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<tr>
<td>61. [ ] 61. Recognizes my achievements.</td>
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<tr>
<td>62. [ ] 62. Tells me when I did well.</td>
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<tr>
<td>63. [ ] 63. Is not hypocritical.</td>
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</tr>
</tbody>
</table>

| 2nd Type: Respect-Earned                      |
| Check (✓) only this column                    |
| Should be shown by Teachers to those Students who merit it |

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