4-8-2019

Attributes of Effective Teachers

Michele Charles

Concordia University - Portland, msmichelebarry24@yahoo.com

Concordia University - Portland
CU Commons

4-8-2019

Attributes of Effective Teachers

Michele Charles
Concordia University - Portland

Follow this and additional works at: https://commons.cu-portland.edu/edudissertations

Part of the Education Commons

Concordia University–Portland

College of Education

Doctorate of Education Program

WE, THE UNDERSIGNED MEMBERS OF THE DISSERTATION COMMITTEE

CERTIFY THAT WE HAVE READ AND APPROVE THE DISSERTATION OF

Michele Charles

CANDIDATE FOR THE DEGREE OF DOCTOR OF EDUCATION

Trish Lichau, Ph.D., Faculty Chair Dissertation Committee

Edward Kim, Ph.D., Content Specialist

Julia Britt, Ed.D., Content Reader

Attributes of Effective Teachers

Michele Charles

Concordia University–Portland

College of Education

Dissertation submitted to the Faculty of the College of Education

in partial fulfillment of the requirements for the degree of

Doctor of Education in

Transformational Leadership

Trish Lichau, Ph.D., Faculty Chair Dissertation Committee

Edward Kim, Ph.D., Content Specialist

Julia Britt, Ed.D., Content Reader

Concordia University–Portland

2019

Abstract

In response to a large observable population of disengaged and bored students in urban high school classrooms, the purpose of this study was to identify the attributes of effective teachers, and their instructional strategies that have led to student success. By identifying and exposing teacher efficacy to other teachers at professional development seminars, and sharing inspirational and instructional strategies used by effective teachers, the rate of student success, as measured by student engagement and performance in classrooms, may increase. Research participants were teachers from two different urban high schools on the same inner-city campus. They served the same student demographic but worked under different leadership. A qualitative methodology with a focus on narrative inquiry was used to analyze data collected from hour-long interviews and 15-minute classroom snapshot observations. The research questions the principal investigator developed to drive the study were used to identify attributes and the instructional and inspirational strategies the teachers use that have led to student success. Relationship based attributes were the most prominent group of attributes identified. Instructional and inspirational strategies used in the classroom allowed students to make connections with the content and engage in critical and creative thinking in a collaborative learning environment. Further research is recommended to replicate the attributes of effective teachers for use in professional development seminars. The intention is to transfer the successes of effective teachers to other teachers, to purposefully engage more urban adolescents in the learning process, optimize students' high school experience and their lives beyond the classroom walls.

Keywords: attributes of effective teachers; effective teacher attributes and student success; teacher strategies and student motivation

Dedication

To our boys Maxwell and Miles. May you grow up to be happy, healthy, loving men who dream big, serve others, and continue to make this world a better place. I love you both so much.

Table of Contents

List of Tables

List of Figures

Chapter 1: Introduction

Introduction to the Problem

As educators, we need to inspire our students to be their own best teachers and find

answers to problems by working collaboratively with others and searching for information in

multiple, creative ways. In our age of information and global tumult, we cannot afford to stifle

our students' thinking with test scores and labels (Ripley, 2012). Critical thinking needs to be

inspired through a mindset that encourages learning instead of earning good grades. When

students are inspired by the discovery of learning and can experience the benefits of

understanding new concepts that promote thinking and curiosity, the obsession with testing will

likely diminish (Ripley, 2012). Focusing on learning and not performance results will produce

lifelong learners rather than short term test takers. "As the research strongly suggests when

students focus on mastery of learning rather than on their performance on tests, they significantly

increase their intrinsic motivation for learning" (Hardimann & Whitman, 2014, p. 1).

Background, Context, History, and Conceptual Framework for the Problem

According to research by Dixson, Roberson, and Worrell (2017), there are two ways that

people identify with their own intelligence: a fixed mindset and a growth mindset. A fixed

mindset is one that believes intelligence does not grow. People with a fixed mindset believe their

intelligence was set at birth and cannot be changed. Conversely, a growth mindset is one that

believes intelligence can be modified through individualized efforts. In this regard, the mind is

considered like a muscle, capable of getting stronger with hard work and practice. People with a

growth mindset believe that the more you use your mind, the stronger it will become.

In the United States, we are focused on test scores and reliant on what the data shows

when instead we should be focused on learning and problem-solving (Ripley, 2012). When

students believe that making mistakes means they have failed, they discontinue their effort to succeed (Hammond, 2015). Research shows that what students need the most, beyond enhanced self-esteem, are mindsets ready for challenges, "things that they can take on and overcome over time with effort, new strategies, learning, help from others, and patience. When we emphasize people's potential to change, we prepare our students to face life's challenges resiliently" (Yeager & Dweck, 2012, p. 12). Resiliency coupled with a growth mindset result in students working hard and trying their best. Teachers also play a significant role in inspiring students to achieve success.

Students try harder for teachers they like and are motivated to behave more appropriately when treated with respect and kindness (Hammond, 2015). Learning strategies that focus on and reward students for growing and achieving mastery seem more motivating than learning strategies aimed to achieve a higher level of performance. "Similarly, strategies that encourage perseverance, hard work, exploration, and creativity and that reward behavior within the student's control appear more motivating than those that reward talent and intelligence or impose goals that students have not embraced" (Kober & Usher, 2013, p. 12). These ideas are not difficult to understand, but unfortunately, for many, they are difficult to execute. Ideas are what drive our thinking. When the ideas of teachers result in creative and positive thinking, results in the classroom are driven towards success (Aguilar, 2018).

Thoughts are contagious. Teachers' thoughts transfer to student learning. "Pleasure comes into its own when it is in tune with virtue and reality, and whether this yields a harmony of happiness depends on the resolution of the chords of life" (Borgmann, 2007, p. 67). Virtue is the constant in an inconstant reality. Despite a rainy day or a bad day at school, the ethical mind

needs to remain focused on virtue to stay positive and happy (Borgmann, 2007). Teachers can offer students daily inspiration. Borgmann (2007) found:

> What gives a life its happiness are not the pleasures of good fortune, Aristotle adds, "for fortune does not determine whether we fair well or ill, but it is, as we said, merely an addition to human life; practices in conformity with virtue constitute happiness, and the opposite activities constitute its opposite." (p. 67)

Teachers can develop relationships with students that promote their success through respect and kindness (Hahn & Weare, 2017). Implementing motivational strategies in the classroom builds upon positive relationships towards student success.

Statement of the Problem

Many high school students lack the needed inspiration to achieve success. Students lack motivation and are often bored in school. Teachers have the capacity to inspire students and motivate them to achieve success (Hammond, 2015). By establishing caring relationships and implementing learning strategies that engage students in the learning process, teachers play an integral role in student success (Brooks & Goldstein, 2008).

Purpose of the Study

The purpose of this study is to identify the attributes and instructional and inspirational strategies of four self-identified effective classroom teachers in two low-income high schools on the same urban campus. Using interviews and classroom observations, participants' attributes and instructional and inspirational strategies will be identified and coded into categories. It would be useful to share the attributes of the participants' effectiveness with other teachers during professional development seminars so as to help them replicate student success. Teachers assessed student success, as measured by classroom engagement and performance, using

formative assessments during the class and summative assessments at the end of activities or units. Dress (2012) found:

> To cultivate the spirit of a teacher is a challenge because it requires a shift in thinking. No longer is the goal simply technical mastery, but an inner quality that resists definition. To adopt this mindset means taking seriously the inner life of a teacher, even putting it ahead of other attributes and skill sets. (p. 1)

By transferring the success effective teachers have had in urban, minority, high school classrooms to their colleagues during professional development seminars, the possibility of replicating these effective teacher attributes in more classrooms could promote a higher level of student success for our marginalized adolescents.

In the realm of education, there are many variables that contribute to student success. On the most basic level, there are teachers and there are students: levels of intelligence and personality types vary among them. There are additional variables such as the age of the student, the experience of the teacher, the content the teacher specializes in, the curriculum being taught and how it is taught. There is cultural context, social and emotional variables, and social economic status that play into the formula of student success (Hammond, 2015). The life experiences of the teacher and the student play a role as does the home support of the student and the expectations set for student success. The school leaders may impact the success of both the teacher and the student. The school's culture will inevitably contribute to student success as will the community in which the school resides (Hammond, 2015). The combination of these multifarious variables will produce a plethora of results that may not be measurable through research.

Since the influence of teacher relationships and classroom strategies on student success in schools is evolving, this study seeks to identify attributes of effective high school teacher and the inspirational and instructional strategies they use that have led to student success. By identifying attributes and strategies of effective teachers and transferring that information to other teachers at professional development seminars, there is a possibility of increased student success for our urban, minority, low-income high school students.

Research Questions

- What are the attributes of self-identified effective teachers at two urban high schools on the same campus with the same student demographic?

- What are the instructional and inspirational strategies that effective teachers use that have led to student success?

- How can effective teaching attributes and strategies be transferred to other teachers during professional development seminars?

Rationale, Relevance, and Significance of the Study

Despite the research connecting a growth mindset to student achievement, many variables exist that potentially distract from the relationship. In a study conducted in China by Li and Bates (2017), the growth mindset was not connected to student achievement. The cultural differences alone in China could be responsible for the disconnect between a growth mindset and student achievement. "In many ways, Chinese view themselves more as parts of the family unit than as free individuals. Confucianism honors humility and courtesy. Chinese are seldom excessively boastful or self-satisfied, even if their accomplishments are impressive or praiseworthy" (Andrejevic, 2011, p. 282). In comparison to the competitive culture in the United States, this cultural difference may influence how students approach a task. Although there is a

thin line between confidence and being boastful, a growth mindset may provide confidence and resilience. Being part of a team reduces the focus on the individual self. Everyone has the same goal, and it is achieved together. This dulls the competitive instinct to get ahead and push harder. Depending on cultural context, winning may not be the end game for the unit. "The word individualism has a decidedly negative connotation in the Chinese language, and people can create enemies simply by standing out of the crowd" (Andrejevic, 2011, p. 282).

Mindset is a powerful influence on behavior, and culture and community impact mindset. Oftentimes, "we think of a student's academic mindset as a personal choice or an extension of his family's failure to value education. Schools do a lot more to influence a negative academic mindset than we'd like to admit sometimes" (Hammond, 2015, p. 112). Our society has embedded systems that do not afford equal opportunities for all. There are structures lingering from historical inequities that have never fully provided the same privileges and opportunities to marginalized populations as afforded to the majority population. "Most schools still have structural inequalities that are predictive of who will be a high achiever and who will be a low achiever along racial lines" (Hammond, 2015, p. 112). As students experience negative encounters in school, their minds are gradually affected, and the effects can be detrimental. "The internal scripts students develop that turn into a negative academic mindset or low engagement in the classroom are a result of the everyday microagressions they encounter" (Hammond, 2015, p. 112).

It is unfortunate to consider that the very establishments perceived to be places of understanding and education are often microcosms of our racist and splintered society that place little value on humanity and instead focus on achievement, grades, and data (Hammond, 2015). Our compassion for one another in society is scarcely evident. Our educational system mirrors

our society and our competitive nature overshadows the emotional and human elements that thirst for attention (Ripley, 2012). It is sad that "culturally and linguistically diverse students encounter subtle and not so subtle negative messages about their capabilities, the importance of their contributions, and their expected life outcomes (Boykin & Noguera, 2011) from adults in schools and from more privileged students" (Hammond, 2015, p. 112).

Definition of Terms

Dependent learners and independent learners: In the Dixson et al. (2017) study, "results indicated that grit, growth mindset, ethnic identity, and other group orientation were not related to academic achievement in this sample of high achieving African American adolescent students" (p. 1). The sample of students being studied were already high achievers which is dissimilar from earlier findings where the growth mindset and student achievement were correlated, especially in lower performing student sub-groups (Blackwell, Trzesniewski, & Dweck, 2007). However, per Li and Bates (2017), "We found no evidence for growth mindset promoting higher grades: Even in the lowest-performing children, children's own growth-mindset failed to trigger the predicted improvements over the year" (p. 22). Despite this contradiction in the literature, there is substantial evidence connecting mindset to differences in achievement between dependent learners and independent learners, mainly the level of confidence, or lack thereof. "I realized that they were dependent learners who didn't believe they were capable of figuring out how to write well" (Hammond, 2015, p. 94).

Academic mindset and learned helplessness: Believing in your capacity as a learner is an integral component in having an academic mindset which is the foundation for becoming an independent learner. Conversely, Hammond defines learned helplessness as the "victim mentality a learner adopts when repeatedly subjected to negative stimulus. Over time the learner stops

trying to avoid the stimulus and believes he is helpless to change the situation" (Hammond, 2015, p. 157). Students' attitudes change when they experience feelings beyond their control. Perceptions cloud their expected outcomes, and paths to success become cluttered and blocked. Developing an attitude of learned helplessness involves a lack of confidence and perceiving hard work as a waste of time (Hammond, 2015, p. 157). Student success rates cannot possibly be optimized in classrooms where students believe that effort is useless.

Assumptions, Delimitations, and Limitations

The assumptions we must consider as 21st educators include addressing the ever-growing presence of technology in our society, which is fast replacing opportunities for real-life human interactions, compounds existing struggles in education. Delimitations include the decision to conduct the research in two schools on the same campus, on a high school level. Also, delimitations exist in the instrumentation choice. "Relating to others would appear to be getting ever more difficult in the complex and pressurized world we are creating for ourselves" (Nhat Hanh & Weare, 2017, p. 166). A significant limitation of conducting research in this area includes personal encounters that may have once taken place in a face-to-face environment can now be easily replaced with social media encounters.

Interacting with one another has been replaced by clicking a button, swiping a screen, or leaving comments on social media posts to communicate with others and validate their thoughts and feelings—or ignore them altogether. "Loneliness and isolation are the modern epidemic, ironically made more acute by the apparent 'connectedness' of our digital screen-based age" (Nhat Hanh & Weare, 2017, p. 166). Adolescent students have greater struggles than the students who graduated before them.

Never has technology been as pervasive in our daily lives as it is now. The effects of years of continued immersion in technology are beginning to impact the state of our society. "Mental health issues such as anxiety and depression are spiraling for both young people and adults. Families are fragmenting" (Nhat, Hanh, & Weare, 2017, p. 166). Schools today have an even greater role in our society, and teachers today have an even greater role in the lives and the education of our students. With mental health issues in both the young and old coupled with a strained family structure, schools provide many supports for underprivileged and struggling students who are no longer the minority, but the majority of our large urban student populations.

Our students need our schools to be safe havens of inspiration for them to believe in themselves and achieve their academic promise through hard work and focus. Our schools need to be diverse and rich in culture to complement the diverse population of our society. "A neighborhood or community with both high biodiversity and human diversity is a healthier community–a nature-rich city" (Louv, 2016, p. 72). Biodiversity is the essence of nature and all that binds us as living creatures. Life needs other living organisms to survive, and diversity is essential (Louv, 2016). Unfortunately, many of our urban students dwell in inner-city buildings that lack a diverse representation of natural surroundings and other people. "Urban neighborhoods limited to a handful of species are low on nutrition content–the nourishment to brain, body, and soul that comes from contact with species not our own" (Louv, 2016, p. 72). It is an unnatural design when communities are segregated into monocultures.

Summary

Environments can be categorized into the greater societal surroundings, home environments, and learning environments that are shaped by school communities. Ideally, these environments would align with one another and complement and support one another (Louv,

2016). Unfortunately, the reality is that these environments often clash: students may have an impression of who they are because of cultural and societal norms, a home environment where expectations may be either high or low, and a school community where the learning environment may or may not match the expectations they have at home. These mixed messages can be confusing and disheartening (Hammond, 2015).

Fortunately, if we are aware of our surroundings, we do have the capacity to make a change for ourselves and for the future of our children. "It is this inner voice that allows us to respond to actively manipulate both our internal and external environments. The more intentional our thinking, measured by clearly articulated, inner dialogue, the more likely it is to be acted upon" (Purkey & Siegel, 2013, p. 11). Our inner dialogue tells us what to believe and who we are. Thoughts have been sewn into the minds of our youth and ideas have been planted over the years that have resulted in mindsets that either support or dampen student learning. Teachers have the capacity to shape student thinking and empower them with an academic mindset to support them in becoming independent learners (Hammond, 2015).

By identifying the attributes and instructional and inspirational strategies of effective teachers that have led to student academic and emotional success in the classroom, further interventions could support uninspired students to be motivated in school and achieve their goals toward success. Furthermore, by identifying and sharing effective teacher attributes with other teachers in professional development seminars and cooperative classroom settings, building the capacity for increased teacher efficacy could lead to improved student success of our urban, minority, low-income high school students.

Chapter 2: Literature Review

Introduction to the Literature Review

This literature review focuses on the problem that many high school students lack the needed inspiration to achieve success (Shipp, 2016). While students lack motivation and are often bored in school, teachers have the capacity to inspire students and motivate them to achieve long-term success. "Every child who winds up doing well has had at least one stable and committed relationship with a supportive adult" (Shipp, 2016). The literature has suggested that establishing caring relationships and implementing learning strategies that engage students in the learning process will help teachers play an integral role in student success.

Conceptual Framework

A review of the literature that focuses on the attributes of effective teachers, whose students achieve academic success, has similar findings to teachers' positive relationships built with students (Shipp, 2016). The rapport that develops in the classroom between the teacher and the students may help navigate students' attitude. "Attitude is commonly defined as a predisposition to respond positively or negatively toward things, people, places, events, and ideas" (Koballa, 2016, p. 1). Attitudes students bring to learning can be an integral variable in determining academic and emotional success in school, and "students with positive academic mindsets are more willing to engage, work harder, and persevere during challenging assignments that stretch them" (Hammond, 2015, p. 109). Attitudes can vary from negative to positive.

Given the same task, a person who approaches the work with enthusiasm and confidence versus someone who approaches the task with complaint and self-doubt will have two different experiences throughout the process (Shipp, 2016). Experiences associated with positive feelings will most likely be remembered as positive, while those associated with negative feelings will

most likely be remembered as negative. Furthermore, "students with negative mindsets are more likely to either act up or zone out in response to their internal belief that they can't be successful" (Hammond, 2015, p. 109). Teachers may be able to temporarily coerce students with a negative academic mindset to engage in the task, but without the resilience that comes from a positive academic mindset, the student engagement will be without long-term effects. "They may put forth effort only to give up quickly when learning gets hard and they realize they don't have the tools to complete the task" (Hammond, 2015, p. 109).

The cognitive and affective domains of learning can be better understood as the learning of the mind and the heart. Emotion is relevant to the learning process. "The affective (from the Latin affectus, meaning "feelings") domain includes a host of constructs, such as attitudes, values, beliefs, opinions, interests, and motivation. . . . Attitudes influence motivation, which in turn influences learning and ultimately behavior" (Koballa, 2016, p. 1). Historically, in the domains of learning, the cognitive domain has received more attention than the affective domain. A contemporary view is that the "affective dimension is not just a simple catalyst, but a necessary condition for learning to occur" (Koballa, 2016, p. 1). It has become clear to many how impactful feelings are in education. "Attitude and motivation are indeed the most critically important constructs of the affective domain in science education" (Koballa, 2016, p. 1).

Attributes of effective teachers include the capacity to create a learning environment that inspires students and learning strategies that facilitate meaningful student learning (Hornstra, Mansfield, Van der Veen, Peetsma, & Volman, 2015). The identification of these attributes may lead to the development and training of pre-service and in-service teachers to increase the levels of student success in the classroom. Student success encompasses academic and emotional engagement in the classroom. Brunetti (2006) found:

Teachers working in inner city high schools in the United States face enormous

challenges. Their students, most of whom come from economically disadvantaged

minority families and often do not speak English as a first language, present a daunting

array of educational needs for teachers and schools. (p. 1)

Teachers observe that urban minority high school students are generally bored, unmotivated, and

perform at levels lower than their peers in other learning environments.

Review of Research Literature and Methodological Literature

In this section I will review the literature through the methodological lens and the

research lens and how they have contributed to ongoing studies and their relevance to present

day research. The best chance minority, urban students have at engaging with their work and

achieving academic and emotional success in school is the development of positive relationships

with their teachers. While building trust, "effective educators appreciate the life-long impact they

have on students, acknowledge that all students want to be successful, and appreciate that the

foundation for successful learning in a safe and secure classroom climate is the relationship they

forge with students" (Brooks & Goldstein, 2008, p. 1). Beyond teacher student relationships,

teachers face further responsibilities to create learning environments that are student-centered,

student-friendly, safe, and promote student self-efficacy. "By understanding their students'

different personality types, teachers can adjust their teaching to foster individual success"

(Richardson & Arker, 2010, p. 1). Teachers who implement motivational strategies in their

classrooms have a greater chance to inspire their urban adolescent students.

The daily life experiences of adolescents are riddled with confusion, uncertainty, and

stress. Add an urban, low-income setting and these adolescents experience hunger, poverty,

danger, oppression, and insufficient resources and supports. "Data suggest their success was

largely due to supportive family, interaction with concerned educators, and the development of the personality traits of perseverance and optimism" (Floyd, 1996, p. 1). Without a foundation of support on the family level, minority students often arrive to school late with low self-esteem, trust issues, and an acceptance for failure, leaving our youth complacent and settling for mediocrity (Hammond, 2015). Environmental surroundings also contribute to our minority, urban, adolescents' inability to succeed on levels equivalent to their peers living in affluent areas. Research shows that in urban areas, "teachers link the lack of student success to aspects beyond their control. These aspects include student home life, socioeconomic levels, and parental attitudes toward school" (Brashears, 2006, p. 1).

The environment in minority urban classrooms often fails to meet equivalent high standards found in affluent areas. "Resources and school structures are seldom sufficient for the task. Despite such conditions, some urban high school teachers persist for many years in the classroom and experience success and satisfaction in their work" (Brunetti, 2006, p. 1). The teacher to student ratio differs in affluent and underprivileged school districts. Large urban district, high schools have a student-instructor ratio of 34 students to one teacher where high achieving classroom ratios in affluent rural areas range from 11–22 students per teacher (Kuczynski-Brown, 2012). These ratios make a difference when developing relationships between teachers and students. The development of positive and supportive relationships will be less effective in crowded classrooms.

Positive relationships between teachers and students positively impact student success (Brooks & Goldstein, 2008). Relationships are rooted in science and are determined by chemical reactions within our bodies. Our bodies then direct our behavior and attitude which influences learning. "These interactions depend on biological mechanisms such as the generation and

transmission of emotions, but social changes also produce biological changes. For example, if someone insults you, the levels of cortisol (a stress hormone) in your blood will increase" (Thagard, 2011, p. 1). Teachers who demonstrate kindness, respect, and support for their students create opportunities for improved student performance. Students work harder for teachers they believe care about them. "We can often predict the way an adult will treat children simply from knowing what she believes about them" (Kohn, 2006, p. 6). Students with low self-esteem will perform for their teachers before they produce an equal level of effort for themselves.

The literature says that positive relationships between teachers and students lead to improved student success (Brooks & Goldstein, 2008). "Schools are seeing the power of the interpersonal relationship and increased communication between adults and students to enhance the learning experience" (Britt, 2013, p. 91). School success can be measured with traditional academic data, emotional and engagement data assessed formatively daily, and performance data using summative assessments by teachers. It is challenging to measure someone's thinking without listening to that person or reading what that person has written.

Ideas can be shared verbally and in writing. Feelings are otherwise observed, mostly inwardly and independently. Body language may convey a person's feelings if they have not already been verbalized or written. However, for students who do not share how they are thinking or feeling in discussion or writing, "Psychology and anthropology have increasingly shown ways in which human thinking is affected by the interactions that people have with others in the culture they share" (Thagard, 2011, p. 1). This connectivity between the affective and cognitive domains of learning is a connection of our emotions and the academic content, a synergy of the heart and mind. When there is a complete learning experience that encompasses

the affective and cognitive domains of learning, what we have learned makes sense on a deeper level of understanding (Thagard, 2011).

Furthermore, teachers who implement learning strategies in the classroom to motivate students will improve levels of student engagement in the classroom. "The teacher whose students had better outcomes placed more emphasis on mastery goals, growth mindset, conceptual development, and use of learning strategies in her daily interactions with students than did the other teacher" (Schmidt, Shumow, & Kackar-Cam, 2015, p. 1). Teachers who design learning environments that meet the needs of students to support them, provide them with confidence, and develop resiliency, have the greatest impact on student success. Teachers who are resilient, "provide mentoring to others and stay focused on students and their learning . . . taking charge to solve problems and find opportunities may . . . bolster student achievement and school success" (Patterson, Collins, & Abbott, 2004, p. 1).

Motivating students to learn is at the heart of many studies (Astuti 2016; Dweck 2010; Hammer, 2015; Wiesman, 2012) and the literature continues to suggest that teachers are empowered with the tasks of creating supportive learning environments, implementing motivational learning strategies, and building positive relationships with students, as the pillars of success. "If educators wish to maximize student academic achievement, they must understand how to motivate students successfully" (Weisman, 2012, p. 1). Motivating students is a broad category that can be addressed by teachers in a plethora of ways. "The findings of the research indicated that each teacher had unique strategies to motivate their students, and these strategies had a profound impact on students' motivation" (Astuti, 2016, p. 1). It is the unique attributes that teachers possess that allow them to promote student academic and emotional success.

The literature continues to search for correlations between the attributes that make teachers effective and their students successful. The relationships that teachers build with their students and the teachers' personalities play a significant role in the levels of success students demonstrate (Abbate-Vaughn, Frechon, & Wright, 2010; Arguedas, Daradoumis, & Xhafa, 2016; Britt, 2013; Brooks & Goldstein, 2008; Brunetti, 2006; Dress, 2012; Eryilmaz, 2014; Floyd, 1996; Patterson, et al., 2004; Richardson & Arker, 2010; Ripski, LoCasale-Crouch, & Decker, 2011; Smokowski, Reynolds, & Bezruczko, 1999). Good teachers often have a variety of strategies that work in a combination of ways. It would be difficult to design one method that works for every teacher in every classroom because of the vast array of variables that are involved in an educational environment. "Unfortunately, search for objective standards by which to measure quality teaching has overlooked the fact that the root of teaching lies not in simple methodology, but in the messy business of human relationships" (Dress, 2012, p. 1).

For human relationships to build and bond, individual personalities must be taken into consideration. In the classroom, "Teachers' personality traits are reflected in their classroom instruction—especially in their selection of various instructional strategies, the materials they choose, and their classroom management techniques" (Richardson & Arker, 2010, p. 1). The teacher must then take each student personality into consideration when differentiating instruction for individual student success. Every day, teachers accommodate the needs of their students. Ask any teacher, it's an exhausting endeavor. However, sometimes, "We don't trust our students to create understanding unless we tell them . . . robbing them of true understanding" (Wiggins & McTighe, 2005, p. 101).

Without critical thinking and creativity students are thwarted from constructing their own meaning and are told what to think. "Thinking in either-or terms is a common example of such a

natural habit that we see rampant in education reform and one that Dewey viewed as the curse of immature thought" (Wiggins & McTighe, 2005, p. 101). Effective teachers are aware of the impact they have on student success and encourage their students to think for themselves and become independent learners. "Students have to become self-motivated. That's one of the hallmarks of an independent learner" (Hammond, 2015, p. 110).

Effective teachers know it is easier to lecture than to allow students to create meaning, "via artful design and effective coaching by the teacher" (Wiggins & McTighe, 2005, p. 103–104). Effective teachers want their students to be successful and understand that they want to be successful. These teachers embrace the power of a safe and nurturing learning environment and its positive impact on student learning. They also rely on positive student teacher relationships as the foundation of their learning. "The assumptions educators possess about themselves, their role as teachers, and their students' capabilities play a significant role in determining expectations, teaching practices, and ultimately student happiness and success" (Brooks & Goldstein, 2008, p. 1). Teachers can make intentional gestures and non-verbal cues to indicate warmth and kindness to students. This behavior helps to build relationships in the classrooms. "Mirror neurons encourage us to match our body language and facial expressions to the other person's to signal trust and rapport" (Hammond, 2015, p. 74).

Living in the moment has become more of a cliché for many people than a genuine mantra for life. "Learning to be in the present moment, without judging it, boosts our resilience. It can allow us to feel accepting and clearheaded about our options for response" (Aguilar, 2018, p. 125). But the present moment is all we ever have, and just like that, what was the present has become the past, and what was in the future is now the present; and just like that again, that moment which was briefly present, is now the past. Advice to not worry about the future or the

past, because you have no control over either, comes from this logic. It may appear like a light-hearted approach to life, and it is. Otherwise, a heavy heart clings to the chance to worry and stress over what cannot be altered. "When we're fully present, we're more likely to find appropriate levity to moments of challenge and to relieve stress by finding humor in a situation" (Aguilar, 2018, p. 125).

A simple act of being mindful can change an attitude and an overall experience. It is simple, but it is not always easy. "Mindfulness is the nonjudgmental cultivation of moment-to-moment awareness. It's a mental state in which you are focused and without judgment" (Aguilar, 2018, p. 126). It usually requires a slowing down or a pause to focus on your breathing, and then the awareness of your senses in the present moment. "Mindfulness helps us *be here now* so that we can make clearheaded decisions in the moment" (Aguilar, 2018, p. 126). Actualizing the need for a mindfulness activity in the middle of a hectic day is difficult to orchestrate but is most needed during those difficult times. "We cultivate mindfulness through meditation, and mindfulness meditation is a portal into the deepest underground springs of our resilience" (Aguilar, 2018, p. 126).

Taking the time to incorporate mindfulness into your daily activity can result in positive effects. "Mindfulness allows us to take a timeout from the drama of the moment to view the situation without judgment and, perhaps, even with compassion. This route allows us to make more clearheaded decisions" (Aguilar, 2018, p. 127). It only takes a moment to make a poor decision because of an emotional reaction to a situation. Replacing that reactionary poor decision with a moment of mindfulness could prevent unwanted consequences from occurring.

The more we increase our metacognition, the more mindful we become. "We think we *are* our thoughts. Mindfulness teaches us to notice that our thoughts have their own existence:

They come and go" (Aguilar, 2018, p. 128). Recognizing that we have control over our thoughts is powerful to know. "When we practice mindfulness, we learn to watch those thoughts come and go, to see how our emotions cycle. We learn that we are not our thoughts or our emotions" (Aguilar, 2018, p. 128). Taking control over our own emotions and behavior in a way we were not accustomed to doing before can be a liberating and empowering experience. "We see that emotions and thoughts are born out of conditions; they are not inherent to our being" (Aguilar, 2018, p. 128). Mindfulness creates a chance to redesign our thoughts and feelings. By listening to your thoughts and then changing them intentionally, feelings then change accordingly. "Many of us have stories about ourselves, etched in stone, about who we are and who we will always be. Mindfulness shatters those stories" (Aguilar, 2018, p. 128).

Another benefit to mindfulness is that it supports positive decision making by being in the moment without distractions. "Mindfulness connects us more directly to the present moment. Our perceptions are often distorted by bias, habits, fears, or wishful thinking" (Aguilar, 2018, p. 128). Being in the moment can help you see your thoughts more clearly. "Mindfulness helps us cut through our distorted perceptions, and, without those distractions, we can engage with whatever stimulus is occurring and be discerning about our choices" (Aguilar, 2018, p. 128). Life is built upon the choices we make in the moments in our lives. Being mindful would be in the best interest of anyone seeking success and happiness, but it requires dedication. "If you want to cultivate mindfulness, you must sit for at least a few minutes every day" (Aguilar, 2018, p. 128).

In our fast-paced world, where multi-tasking is required to keep up with the pace of the day, it is no wonder that our minds are overloaded with information and thinking. "Our minds are like monkeys, jumping from past to present, from worry to regret, from one thing to the next" (Aguilar, 2018, p. 128). Our thinking sometimes feels like it is on auto-pilot because we are

drifting through without really thinking in the moment. "Often our minds are so quick we're not even aware of their unruly and wild activities—and, because we're so accustomed to them, we don't even notice they're wreaking havoc" (Aguilar, 2018, p. 128). It is difficult, if not impossible to correct behavior we are unaware of being guilty of. Awareness of how we are thinking, and thinking about how we want to think, are essential to training ourselves in mindfulness. "When we're triggered by something, our monkey-mind jumps in first and responds. The first step in mindfulness is to cultivate awareness of what our minds are doing" (Aguilar, 2018, p. 128). How we think determines how we behave, and how we think is often determined by outside elements and structures greater than ourselves. "It's hard to really know who you are without an understanding of the social, political, and cultural construction of self" (Aguilar, 2018, p. 29).

Knowing ourselves and knowing our students is critical in developing and sustaining positive relationships with students. "These elements of who you are play a role in how you relate to students and how you experience stress. You may find yourself feeling stressed in one environment or another because of your sociopolitical identity" (Aguilar, 2018, p. 29). Educators have a responsibility to reflect on who they are and how they think. Educators need to be aware of the potential biases that could be brought to our classrooms. "Your understanding of yourself can help you gain insight into where you may need to build your resilience" (Aguilar, 2018, p. 29). Knowing yourself and knowing your students can help build trusting relationships, enhance students' overall learning experience, and improve teacher efficacy.

In addition to improving our overall quality of life and happiness, mindfulness can be an effective vehicle for transforming our educational system from one focused on data and test scores to one focused on compassion and the learning process. "Mindfulness also has a clear

impact on academic achievement, improving learning by contributing to the development of cognitive and performance skills and executive function" (Nhat Hanh & Weare, 2017, p. xi-xii). Our world is changing fast, and to rely on what we remember being taught as students will ill-prepare our own children for their future. Their future is not our past and cannot be approached as such.

Our children are burdened by the pervasive distraction of technology in our society. "It seems to help by enabling young people to pay greater attention, be more focused, think in more innovative ways, use existing knowledge more effectively, improve working memory, and enhance planning, problem solving, and reasoning skills" (Nhat Hanh & Weare, 2017, pp. xi–xii). Initiating, maintaining, and sustaining a transformational movement takes time, thought, and community. Fortunately, mindfulness in education seems to be a viable path to take towards reshaping our educational system and what education means to us and for us. "So far, no adverse effects (examples of harm) have been reported" (Nhat Hanh & Weare, 2017, pp. xi–xii).

Review of Methodological Issues

Extensive research has been conducted in schools utilizing quantitative methodologies, qualitative methodologies and mixed methods approaches. Per Patterson et al. (2004), a qualitative study was conducted, "that investigated strategies used by urban teachers to build their personal resilience" (p. 1). Inevitably, none of the research could encompass all the variables that contribute to the success of a student in school. "Researchers examined teacher-related variation in the effects of a classroom intervention designed to impact seventh graders' beliefs about the nature of ability in science as fixed or malleable" (Schmidt et al., 2015, p. 1).

Despite the abundance of research conducted around student performance, and the relationships between teachers and students, the consensus is that there continues to be a need for

further and deeper research in the educational field. Per Schmidt et al. (2015), their quantitative data analysis revealed that effective teachers had an impact on students regarding their mindset, their learning goals and their achievement. Targeted research in a particular area, grade level, or socio-economic culture will expose findings specific to the relationships developed in that environment with relevance to the subject's specific context.

The generalization of attributes, working for all teachers, on all levels of education, invites further research to address the unique situations that result from a combination of the very many human elements that determine student success. Also, an understanding of what is new in cognitive science, which is a, "greater appreciation of the social dimensions of cognition, which may seem go in the opposite direction from the biological trend but is actually compatible with it" (Thagard, 2011, p. 1). The affective domain of learning is recently being viewed as, as relevant to student success, as the cognitive domain of learning (Koballa, 2016). The many research studies that have been conducted using qualitative methods such as observations, and interviews allow for human elements to arise and be considered within a cultural context that illustrates unique experiences, emotional qualities, and varying levels of personal impact on their craft.

Multiple approaches to educational research have been made to encompass the mass array of information that exists to find answers to questions about how to improve student success. However, as we have seen in this section, human relationships are the heart of education, and best measured in qualitative data. A qualitative research approach to educational questions about teacher efficacy likely will allow for diversity, balance, and an authentic development of theory-based applications and progressive improvement of student outcomes. Per Hornstra et al. (2015), "Teachers are key actors who shape the learning environment and

whose main tasks include motivating students to learn" (p. 1). The realization that the classroom environment should be utilized to motivate learning and the teacher has the capacity to create an environment that is inspiring, is invaluable information for educators on all levels. "The classroom environment can impact students' motivation and engagement and can influence students' academic learning" (Bartelhein & Conn, 2014, p. 1).

Synthesis of Research Findings

Although the literature in the field of education is extensive, there are many variables that confuse and complicate many of the findings. There are grade levels, demographics, social economic status, urban and suburban settings, gender, race, culture, curriculum, testing, standards, leadership and other factors that muddy case studies. Teachers in urban high schools are significantly challenged. While resources are often insufficient, there are teachers in the urban educational setting who are successful and satisfied with their work in these underfunded and underprivileged conditions (Brunetti, 2006). Teachers who implement instructional learning strategies that promote and inspire critical thinking in the classroom, appear to motivate students and improve levels of student engagement in the classroom (Brooks & Goldstein, 2008). Critical thinking in the classroom often requires some level of emotion from the affective domain of learning while addressing academic content from the cognitive domain of learning. "Using more diversity in delivering lessons also helps students create more neural networks and pathways thus aiding recall" (Wilson, 2018, p. 2). The literature shows that teachers who place more emphasis on mastery goals, conceptual development, and a belief in their own learning capabilities had students with better outcomes (Schmidt et al., 2015, p. 1). Teachers who take the time and make the effort to get to know their students are driven by an intrinsic motivation to serve their students beyond the realm of the classroom.

The consistent thread in educational research is that student success is built on human relationships. The teacher student relationship is one that transcends time and space. Where there is a student, there is a teacher, and when a student finds success, there is a teacher smiling in the sunshine of that student's success. Further research is suggested to determine the specific nuances related to the above-mentioned variables and to extract the attributes of effective teachers in the hope and promise that the teachers of the future will adopt or enhance these attributes within themselves to elevate student success. "Professional learning is the only strategy in school systems that moves the vision, instructional framework, standards for students, and standards for educators into action" (Killion & Hirsh, 2011, p. 1).

Critique of Previous Research

A critique of the literature recognizes the strengths and the weaknesses of the research conducted. There is a need for strong qualitative research to reach a greater understanding of how teacher efficacy impacts student success. The literature shows that teachers have the capacity to create learning environments that support success and the implementation of motivational learning strategies in the classroom influence students positively (Brooks & Goldstein, 2008). Also, the relationships forged between teachers and students built on trust and respect allows students to take academic risks and inspire students to work to their greatest potential (Hammond, 2015). Learning objectives from both the affective and cognitive domains of learning must both be targeted for student learning to occur (Koballa, 2016). "Since emotion draws both attention and channels strong residual memory, it behooves all dedicated and artful educators to include affective objectives, no matter what their discipline or area of study" (Wilson, 2018, p. 6).

What the literature is missing is a comprehensive look at the myriad of variables that exist in education, including age, experience, gender, demographics, social economic status, curriculum, culture, and environment. We need online consideration as we move forward through our age of technology to see how and where the varying degree of pedagogical influence impacts the success of our students. We are now faced with 21st century classrooms with continued concerns over the massive technological shift that overwhelms the lives of our youth today. The existing literature, while useful, reveals that teacher efficacy is not just an understanding of coursework but a human quality that is difficult to quantify. Educating our students requires more than test scores and content knowledge (Ripley, 2012).

Teaching our students to learn because they are interested in gaining knowledge to advance their own success hinges on an intrinsic desire that may be influenced by teachers who care (Shipp, 2016). Teachers can assist students in becoming independent learners, "if students are asked to challenge themselves with independently taking risks to develop and present a hypothesis and/or persuade others on drawn conclusions, or actively take an intellectual risk whereby they increase in self-confidence" (Wilson, 2018, p. 6). Lesson designs with learning objectives that simultaneously align to both the affective and cognitive domains of learning require creativity and opportunities for critical thinking and making real world connections to the content. "Teachers have the capacity to create learning environments that inspire children to problem-solve, think critically and engage students in learning . . . these types of exercises also have the potential to be affective as well as a cognitive" (Wilson, 2018, p. 6). Teachers who implement motivational learning strategies that connect instruction to student lives may encourage students to take academic risks and achieve academic success. Positive teacher

student relationships often encourage hard work, promote persistence and result in resiliency for a lifetime.

Since many high school students lack the needed inspiration to achieve success, many students lack motivation and are often bored in school (Shipp, 2016). Teachers have the power to inspire students and motivate them to achieve success. Some teachers may not recognize this power and its impact on student success (Shipp, 2016). "Folks in the sciences and in math often avoid including affective objectives stating that their areas are not emotional" (Wilson, 2018, p. 6). English teachers and other teachers in the humanities are more likely associated with the affective domain of learning. "However, any group work or cooperative exercise where deportment, or collaborative or cooperative skills are discussed, used, and emphasized qualifies as having the potential for affective growth" (Wilson, 2018, p. 6). By forging positive and supportive relationships with students and implementing learning strategies that engage students in the learning process, teachers play an integral role in student success.

Summary

This study seeks to identify effective teacher attributes that influence high school students' success. By identifying attributes and instructional and inspirational strategies of effective teachers that have led to student success, perhaps we can replicate that success. Student success can be measured in terms of academic and emotional growth. Teachers use daily formative assessments to gauge engagement in the class and use rubrics to perform summative assessments at the end of a task or unit. Sharing that information with other teachers at professional development seminars increases the possibility of student success in our urban, minority, low-income high school students. If more teachers exhibited the attributes of effective

teachers, and implemented instructional and inspirational strategies in the classroom, more students would succeed.

The purpose of this study is to identify the attributes of four self-identified effective classroom teachers in an urban, minority high school campus that have led to student success. Although positive teacher student relationships and motivational learning strategies implemented in the classroom have been proven to positively impact urban, minority students, an extension of this research would be useful to the success of more students.

Many high school students lack the needed inspiration to achieve success. Students lack motivation and are often bored in school. Teachers have the capacity to inspire students and motivate them to achieve success. By establishing caring relationships and implementing learning strategies that engage students in the learning process, teachers play an integral role in student success. Teachers have the capacity to design learning activities that promote critical and creative thinking. Supporting our students in becoming independent learners will provide them with a foundation to succeed in any area of life they choose. As problem-solvers, our students can be prepared to face the challenges of their future. Promoting resiliency and an academic mindset will help in navigating the uncertain waves of tomorrow. In our global society, we are profoundly connected to our neighboring countries, and working collaboratively with others is a critical 21st century skill (Ripley, 2012).

Educating our students with the skills to empower them in their future as independent learners is a great responsibility bestowed upon teachers. If the attributes and strategies of effective teachers can be shared with others, we can collectively and collaboratively transform our educational system into one built on compassion and problem-solving.

Based on this review of literatures, including attributes of effective teachers, motivational learning strategies, teacher-student relationships, and recent cognitive science to understand how the alignment of learning objectives to both affective and cognitive domains of learning simultaneously create optimum learning experiences, what is clear is that more research is needed.

There is sufficient reason for thinking that an investigation identifying effective teacher attributes that led to student success may yield significant findings. The literature review has provided strong support for pursuing a research project to answer the following multi-part research question:

- What are the attributes of effective teachers at two urban high schools on the same campus with the same student demographic?

- What are the instructional and inspirational strategies that effective teachers use that lead to student success?

- How can effective teaching attributes and strategies be transferred to other teachers during professional development seminars?

Chapter 3: Methodology

Introduction

The importance of resiliency in education is one that is accepted globally, but not in the United States (Ripley, 2012). Educational leaders, in general, appear so focused on test scores and reliant on what the data shows, when instead we should be focused on learning and problem-solving. Students with a growth mindset would be better prepared to overcome challenges and not give up as long as they implemented, "effort, new strategies, learning, help from others, and patience. When we emphasize people's potential to change, we prepare our students to face life's challenges resiliently" (Yeager & Dweck, 2012, p. 12). Teachers prepare for student success when they design learning activities aligned to both the affective and cognitive domains of learning. Positive relationships between teachers and students often contribute to students reaching their greatest potential. Students tend to be motivated when rewarded for their perseverance, creativity, and exploratory skills. When rewarded for skills that are within students' control, students tend to respond more positively and are more motivated than performing for goals they have limited ownership of (Kober & Usher, 2013, p. 12).

Through this study instructional and inspirational attributes of effective teachers from two different high schools on an urban campus that led to student success were identified. It would be interesting to develop these findings into a trial professional development series to determine whether these attributes can be transferred to other teachers. That series could confirm that relationships between students and teachers are critical to student success. In addition, it may empower teachers with the understanding that their impact on student success hinges on the instructional and inspirational strategies used in their plans aligned to objectives for both the

affective and the cognitive domains for learning, and the impact of the design of their classroom environment on student success.

Qualitative research was conducted for this study with a focus on narrative inquiry. Observational data were collected in interviews and classrooms from four self-identified effective teachers, working in two different urban high schools on the same campus, with the same student demographic. Then the data were analyzed, coded and interpreted. This chapter will indicate the research questions that drove the study, the purpose and design of the study, the research population, methods and procedures for data collection, data analysis, limitations, validation, expected findings, and ethical issues.

Research Questions

- What are the attributes of four effective teachers at two urban high schools on the same campus with the same student demographic?

- What are the instructional and inspirational strategies that effective teachers use that led to student success?

- How can effective teaching attributes and strategies be transferred to other teachers during professional development seminars?

Purpose and Design of Study

The purpose of my study was to identify the attributes of four self-identified effective teachers in two urban high schools on the same campus with the same student demographic. Identifying attributes of effective teachers at varied levels of education deepened the understanding of how these attributes, and instructional and inspirational classroom strategies, contributed towards students' success. Specifically, research is warranted to identify how effective teacher attributes, and instructional and inspirational classroom strategies aligned to

learning objectives that integrate the affective and cognitive domains of learning, impact student success.

The qualitative design of the study was anchored in narrative inquiry using interviews, observations and document analysis. The participants shared instructional and inspirational strategies that contributed to their students' success. Teachers shared their lesson design process and reflected on the successes of past teaching experiences. Student success was measured by ongoing formative assessments of daily student engagement in the class and summative assessments after tasks and units using rubrics. Modeling and guided practice was implemented in the classroom. Teachers' experiences with their students and the relationships built over time influenced student success.

Research Population and Sampling Method

The sample population for this narrative research consisted of four self-identified effective teachers from two different urban high schools from the same campus and the same student demographic. The four teachers differed in gender, age, ethnicity, cultural context, curriculum taught, and years of service in education. All teachers interviewed and observed were a part of the same school campus community and served an urban high school demographic. Unit plans and lesson plans where teachers' learning objectives and instructional strategies were outlined with learning activities were viable data points in this study. The curriculum and the context of the materials being taught determined the levels of critical thinking required of the students. The connections teachers made between content and real-world situations provided students with a greater opportunity for engagement and growth.

Instrumentation

Student success in the classroom can be measured in a variety of ways. Teachers can gauge academic and emotional participation and performance by using formative and summative assessments daily and throughout the school year. Student effort varies daily and can be affected by relationships with their teachers. Human relationships are best measured in qualitative data using narrative research and observational methods to deduce information and findings within contextual surroundings (Creswell & Poth, 2018). A qualitative approach provided answers to the research questions about teacher efficacy, allowed for personal diversity, provided balance in the data gathered, and produced an authentic development of theory-based applications and potentially progressive improvement of student outcomes.

The instrumentation I used included teacher interviews with questions that exposed their rationale behind the planning and implementation of instructional strategies that inspired their students toward success. After orchestrating an agreeable time and place for the one-on-one interview, participants were asked the same questions, while I noted their responses in my notebook and audio recorded them. Each interview lasted approximately one hour. I observed each teacher participant for 15-minute snapshot (due to time limitations) in their natural classroom setting while they taught their students. I took low inference notes of what the students said and did, and what the teacher said and did. I took notes by simply recording what I heard and what I saw, reserving the data analysis and interpretation for later. Analyzing four teachers through a narrative research lens provided an opportunity to deduce commonalities in their practice within a cultural context. The cultural context of the curriculum and the instructional model of the classrooms further contributed to the relationships built between the teachers and

the students. The instructional and inspirational strategies teachers used further contributed to student success.

Data Collection

Despite the abundance of research conducted on student performance, and the relationships between teachers and students, the consensus is that there continues to be a need for further and deeper research in the educational field. I collected my data for narrative research through interviews of four urban high school teachers from two different schools on the same campus with the same student demographic. I asked the teachers the same questions (see Appendix A) and I took note of their responses as they answered the questions, and, with their consent, audiotaped the interview. I took low-inference notes during the 15-minute classroom snapshot observations of what the students said and did, and what the teacher said and did. By taking note of what I heard and what I saw, without making assumptions or inferences, my notes served as a recorder of evidence for me to analyze and interpret at a later date. I secured my notes in my home office and used them to analyze the data.

I synthesized my findings after I compared all four narratives and deduced relevant trends in their responses that addressed the research questions which drove this study. The uniform parameters of the interviews and the classroom snapshot observations exposed commonalities of effective teaching attributes, instructional and inspirational strategies that led to student success, and professional development possibilities.

Identification of Attributes

Interviews allowed for human elements to be considered, and classroom observations highlighted the instructional and inspirational strategies used, that led to student success. The benefit of qualitative research was that emotional responses found in every educator and every

student cannot be reduced to quantitative data. Attributes of effective teaching included being approachable, believing in students, commitment, compassion, empathy, flexibility, being in-tune with students, perseverance, problem-solving, respect, willingness to talk to students, being teachable, understanding, and being willing to listen to students. This study utilized a methodology similar to Patterson et al. (2004), who conducted research with 16 resilient teachers from four urban districts in cycles of interviews. The authors used qualitative methods to analyze their resilience. The definition of resilience was "using energy productively to achieve school goals in the face of adverse conditions" (p. 1).

Data Analysis Procedures

The data collection and analysis procedures that were used to gather data from interviews and classroom snapshots for the narrative research included the same interview questions for participants to answer, and the same amount of time in classroom observations. The four participants were from two different high schools on the same urban campus, shared the same student demographic, but different school leadership. The four teachers differed in gender, cultural context, years in teaching experience, and subject areas taught. The data were collected in the same way from each participant and the same questions were asked of each participant in one-on-one interviews. This increased the validity of the study (see Appendix A). Their responses reflected a mosaic of experiences, observations, strategies, and personal interpretations of what student success looks like and how it is best achieved in the classroom.

After the data were collected, I analyzed the data, and I coded the data into different categories that answered the research questions that drove this study. I read through the interview transcripts and annotated the attributes mentioned. Each attribute received a code and was uploaded to the qualitative data software ATLAS.ti for deeper analysis and organization. Using

the narrative research approach was advantageous by experiencing the lives expressed by individuals (Creswell & Poth, 2018). Four teachers' professionalism and experiences were revealed through responses to interviews, observations, and provided four narratives that addressed the research questions:

- What are the attributes of effective teachers at two urban high schools on the same campus?

- What are the instructional and inspirational strategies that effective teachers use that have led to student success?

- How can effective teaching strategies be transferred to other teachers during professional development seminars?

Limitations and Delimitations of the Research Design

Limitations of the research design included time constraints. Finding opportunities to interview these busy teachers was challenging. However, they were all generous with their time and enthusiastic in their responses. They shared specific details of their planning and teaching strategies used over the years on different grade levels, in different subject areas, and in different locations.

Delimitations were the instrumentation selection of interviews, observations, and document analysis designed for this study. Further research may include surveys or focus groups, but not for the purpose of this study. The sample was intentionally small to delve into specific human nuances that perhaps would go uncovered in a larger study. The qualitative nature of the study allowed for many differences among the participants. Their stories and experiences were uniquely layered. After data collection, an inductive analysis of the transcripts was conducted. The data were coded and categorized by the Principal Investigator. This process required

multiple readings of the transcripts and careful consideration when categorizing the data. The data were then uploaded to the software ATLAS.ti and further analyzed for a deeper interpretation.

Each teacher had a unique background. Although they all taught the same student demographic on the same campus, they differed in experience, gender, subject area, age, and cultural context. Participants were from two different schools on the same campus, with different instructional leadership. The methodology used aimed to tell their individual stories while exposing commonalities among them as educators. Limitations included the time constraints put on the study because of conflicting schedules and intense workloads. Observing their classrooms and experiencing the positive rapport between the four teaching participants and their students illuminated the power of personal relationships, and the impact of instructional strategies designed to promote critical thinking and engage students in learning.

The more credible the data are, the more useful the findings will be to educators in the classroom today and to those who plan to be educators in future classrooms. By identifying the attributes of effective teachers that led to student success, these attributes can possibly be taught at professional development seminars to new and experienced teachers. If teachers adopt and implement the attributes of effective teachers in the classroom, student success may improve. If teachers create with their hearts and minds, and design instructional and inspirational classroom strategies aligned to objectives from both the affective and cognitive domains of learning, student success may improve.

Validity

The results of any study are only strengthened through accuracy. Many steps throughout the research process were taken to ensure the validity of the study. These steps included authentic

involvement and dedication by the participants as well as careful note-taking, annotating, and checking by the principal investigator. Different data sources were used to triangulate the data while rich, thick description was embedded into the transcripts, adding validity to the findings. Ongoing reflectivity by the principal investigator additionally contributed to the validity of the study. Self-reflection created an opportunity to recognize and consider the potential background bias brought to the study.

Credibility. To keep the data as credible as possible, each teacher was interviewed answering specific questions in the same setting with an equal amount of time to formulate their responses. Data sources contributed to the credibility of the research by exposing commonalities of effective teaching in the analysis and re-storying of the narratives into a general framework (Creswell & Poth, 2018).

Analyzing the participants' stories based on their interviews, observations, and document analysis revealed commonalities in the data among the teachers in response to the research questions that drove this study. These data were further analyzed and coded into categories. These categories of effective teacher attributes were then grouped in larger categories.

Dependability. Collection of data in the same way for each participant by answering the same interview questions kept the data dependable and reliable. The participants each had the same amount of time to answer the questions in their natural setting. The collection of data was consistent from participant to participant, so the level of dependability of the data was improved. I incorporated member checking and peer debriefing by consulting with my colleagues and discussing ideas and questions that developed. As commonalities were discussed with my peers, ideas that I overlooked surfaced from other perspectives which kept the data credible and dependable (Creswell & Poth, 2018).

Expected Findings

I expected to find commonalities among the participants within their classroom strategies, motivational considerations, strong relationships with students and a growth mindset with a belief that all students can learn. I expected the efficacy of teachers to be cemented in their student-centered learning activities that promoted critical thinking and engaged students in learning by making real world connections between the content and their students' lives. I expected the teachers to care about their students on a level deeper than their classroom instruction.

I expected teachers to design learning activities that were appropriate for their students' learning levels, cultural awareness, and experience while pushing their thinking with rigorous concepts and instructional approaches. I expected that the results would inform the existing literature in incremental and specific ways. I expected the findings would confirm that strong teacher-student relationships support student success. The gaps filled were specific to urban high school teachers where encouraging an academic mindset for students to believe in their own success was paramount to achieving success.

Ethical Issues

Historically, research has not always considered ethical issues as a priority. Fortunately, over time, systems have improved to establish trustworthy relationships between participants and researchers. This study provided participants with an overview of the research, its methodology, and how the study could benefit others, prior to their agreement, including its minimal risks and measures to maintain their confidentiality.

Conflict of interest assessment. As the principal investigator, I reflected on how my background and position may pose a conflict of interest in the study. I considered whether my

gender, ethnicity, age, and/or attitude might prevent them from sharing authentic responses. I also considered potential financial conflicts of interest; there were none. The greatest ethical concern during this research was the disclosure of student and teacher information. As teachers shared their experiences, inevitably they were tied to students and their families. Some experiences shared related to student-teacher personal relationships and were relevant to the study. Data that was used however connected to students and teachers remained confidential. Real names of students and teachers were not used, and the specific location of the campus remained unnamed. The study minimized any risk of individual identification. The data were stored in my secure home office in my notebook and password encrypted personal computer. After transcription, audio files were deleted.

Researcher's position. My position as researcher did not have an adverse effect as a fellow educator. As the principal investigator, it was advantageous to share desired outcomes with the participants. By researching the attributes of effective teachers, and their inspirational and instructional strategies that have led to student success, we collectively contributed to the exposure and expansion of teacher efficacy with the ultimate purpose of increasing student success. The expected disadvantage of my position associated with my role as principal investigator was the possibility of my participants feeling vulnerable under the scrutiny of research that would become published and made public. This did not occur however, as all participants were enthusiastic, confident, comfortable, and passionate during their interviews and classroom observations.

Teacher participants were eager to discuss the multiple strategies they use from day-to-day that have evolved over the years into daily practices that engage urban adolescent students with their content and each other. Each participant spoke positively and warmly about their

students and reflected on their own practice with profound consideration. Each participant shared a vested interest in their students' success and designed their classroom activities with great care and rigorous resources designed to challenge students' thinking.

Ethical issues in this study. Participants were informed of the research and consented to the research on a volunteer basis. I aimed to be receptive to their teaching strategies without criticism because of my appreciation for effective teachers. As a supervisor of classroom teachers, I resisted providing feedback to improve their instructional strategies. I simply collected the data as they answered their interview questions. I was mindful of this potential threat to validity and took measures to avoid taking on a supervisory role while I was in the role of principal investigator. I took careful notes and weighed my thoughts prior to responding to be sure I was not providing feedback or criticism. I focused on asking the predetermined questions and writing down their responses to collect the data without commentary.

Summary

The purpose of my study was to identify the instructional and inspirational attributes of effective teachers use that have led to student success. By identifying and exposing teacher efficacy to other teachers in professional development seminars, the rate of student success in classrooms may increase. Participants were four teachers from two different urban high schools from the same inner-city campus. They served the same student demographic but worked under different leadership. By using the qualitative research method through narrative research with interviews, and observational data, commonalities of the attributes of effective teachers were identified and may bring benefits to the school community and all educational stakeholders. These findings may be used in the future by leaders in the educational field, on a trial basis, to

train new and existing teachers during professional development seminars to ideally improve

student success in other urban high schools.

Chapter 4: Data Analysis and Results

Introduction

Research in teacher efficacy has recently included personal attributes like grit, mindset positions, and other intrinsic factors that are difficult to measure. Teachers' resilience surfaced as a personal strategy and descriptor regarding how teachers overcome obstacles and ongoing challenges as they forged on enthusiastically in their craft. In addition to resilience, attributes that impacted teaching efficacy included relationship development between teachers and students as well as creative lesson design driven by development of engaging learning activities that promoted critical thinking and student-centered learning environments. Some research has shown that layering on factors such as culture, social economic status, age, and personal experience will muddy the subject of the research if too many variables are considered (Schmidt et al., 2015).

By interviewing effective teachers from two different schools on the same campus, with the same student demographic, and using the same interview questions, patterns of teacher efficacy emerged from their experiences. Snapshot observations of their classrooms were analyzed to identify the instructional and inspirational strategies used that led to student success. The research questions that drove the study were:

- What are the attributes of effective teachers at urban high schools with the same student demographic?

- What are the instructional and inspirational strategies that effective teachers use that led to student success?

- How can effective teaching attributes and strategies be transferred to other teachers during professional development seminars?

Description of the Sample

After receiving permission from the district's IRB committee, and from the two cooperating principals, posters describing the research were hung in their teachers' lounges (see Appendix B). The sample population worked in two different urban high schools on the same campus with the same student demographic. For this study, the target population originated as half of the teaching population from this campus made of four schools. Four participants represented a significant sample of the target population because of the methodology used, aiming to delve deeply into the experiences and cultural background of each participant through one-on-one interviews, classroom observations, and document analysis.

Two of the teachers were female and two were male. Three teachers had between 12 and 19 years of experience in education, while the fourth was in her fifth year of teaching. The subject areas taught included English Language Arts, Math, and U.S. & Global History. All four participants volunteered to be a part of the research and contributed their prep or free time to answer the questions in one-on-one interviews. All teachers invited me to their classrooms for a 15-minute observational snapshot while they taught. All four teachers were prepared and confident in their classes and participated in their interviews with a positive attitude and a sense of pride in their craft.

Table 1 indicates the participants' varying subjects taught, genders, ethnicities, and years of teaching experience. Pseudonyms have been assigned to each participant to protect their confidentiality. While humanizing the data and providing the reader with a better understanding of each participant's experience, the qualitative method of research used for this study provided the opportunity for these educators to tell their stories.

Table 1

Self-Identified Effective Urban High School Teachers

Pseudonyms & Subjects Taught	Gender	Ethnicity	Years of Teaching Experience
Michael-Math	Male	African-American	+19
Marie-U.S. & Global	Female	Hispanic	+5
James-U.S. & Civics	Male	Caucasian	+17
Janice-ESL & ELA	Female	African-Caribbean	+12

Note: All four participants served the same student demographic on the same educational high school campus in a large urban inner city. Participants represent two of the four schools on the campus, two participants per school.

The four self-identified effective teachers differed in gender, age, ethnicity, cultural background, curriculum taught, and years of service in education. All participants interviewed and observed were a part of the same school community serving an urban high school demographic. Unit plans and lesson plans designed by teachers with learning objectives and instructional strategies evident in learning activities were data points that were analyzed, interpreted, and synthesized into this study.

Research Methodology and Analysis

The qualitative design of the study was anchored in narrative inquiry using interviews, classroom observations, and documents that yielded interpretive data. Four high school teachers were the sample of the target population for the narrative inquiry to determine which instructional and inspirational strategies and attributes led to student success. Student success was measured by ongoing formative assessments in the classroom after modeling and guided practice. Summative assessments included the use of rubrics and collaborative project-based assignments.

The qualitative research methodology was used with narrative inquiry through interviews, and observational methods, to deduce information and findings within cultural and contextual surroundings. The approach provided answers to the research questions focused on teacher efficacy. It allowed for diversity, a balance in the data gathered, and an authentic development of theory-based applications and potentially, progressive improvement of student outcomes.

The instrumentation I used included teacher interviews with questions that exposed their rationale behind the planning and implementation of instructional strategies that led students toward success. Analyzing the educational experiences of teachers through a narrative research lens provided an opportunity to identify commonalities in their practice within a cultural context. The snapshot classroom observations highlighted instructional and inspirational strategies used by the participants.

Transcripts of the findings were read multiple times and then annotated and coded. Originally open coding was used. Trends were identified as attributes became evident in the analysis, given a name, and categorized accordingly. Next axial coding was used to determine the relationships between the categories created during the open coding stage of the process. The transcripts were then uploaded to the qualitative data software program ATLAS.ti, where the data were analyzed and sorted by codes which were grouped according to common characteristics.

Finally, selective coding was used to chunk categories together and make the data more manageable. Instructional and inspirational strategies used in the classroom were uploaded and analyzed by the software program as well, which helped to accurately identify, code, and interpret the data (Creswell & Poth, 2018).

Summary of the Findings

A summary of the findings in response to the research questions that drove this study are below. A more comprehensive and detailed presentation of the participants' responses, as well as inspirational and instructional strategies illustrated from their classroom observations, follow in the next section of this chapter, Presentation of the Data and Results.

Table 2 indicates how each of the attributes were categorized into three major groups. The major groups were selected as the most prominent attributes that served as umbrellas to similar attributes identified in the coding process. Attributes that were similar in characteristics were chunked together to better manage the data.

Table 2

Attributes Categorized into Groups

Attributes	Innate traits	Individual skills	Relationship based
Approachable			X
Belief in Students			X
Commitment			X
Compassion			X
Empathy			X
Flexibility		X	
In-Tune with Students			X
Perseverance	X		
Problem-Solving		X	
Respect			X
Talk to Students			X
Teachable		X	
Understanding			X
Willingness to Listen			X

Most of the attributes were Relationship Based. This major group was then reorganized into five subgroups: belief in students, commitment, compassion, empathy, and respect. Similar attributes in this category were grouped together with other attributes with similar characteristics to better manage the data.

Table 3 shows how Relationship Based Attributes were grouped and sub-grouped into the most prominent categories observed. Attributes that were similar in quality, as determined by the principal investigator, were chunked together and included in the major groups to better manage the data. For example, in order for someone to have compassion, they must be approachable and understanding. In order for there to be a commitment in a teacher-student relationship, the teacher must talk to students. Talking to students also applies to respect.

Table 3

Relationship Based Attributes Chunked into Major Groups

Major relationship based attribute groups	Chunked relationship based attributes
Belief in Students	
Commitment	Talk to Students
Compassion	Approachable Understanding
Empathy	In-Tune with Students
Respect	Talk to Students

Seventy-two percent of the attributes identified were found to be relationship-based and significant to the findings. Collectively, the attributes of effective teachers from two different schools on the same urban campus included being approachable, believing in students, commitment, compassion, empathy, flexibility, being in-tune with students, perseverance, problem-solving, respect, willingness to talk to students, being teachable, understanding, and being willing to listen to students. These attributes were further categorized into three major groups: Innate Traits, Individual Skills, and Relationship Based.

Instructional and inspirational strategies that effective teachers used that led to student success included making efforts to connect content to real world situations. Opportunities to

work in groups or share ideas with a partner provided students opportunities to engage in the lesson on a deeper level. Also, differentiating instruction with graphic organizers, and promoting critical thinking and creativity with learning tasks that required deep thinking and problem-solving were strategies implemented in the classrooms. Collaboration was an instructional strategy built into many of the learning activities involved.

According to the participants, it depended on the teacher attending the professional development seminar to determine whether effective strategies could be transferred. The participants believed teachers attending the professional development seminars must be teachable, flexible, and have empathy. Whether or not empathy could be taught was a lingering question.

Presentation of the Data and Results

The information gathered during the study was analyzed in a variety of ways through a crosswalk of the data and further analyzed and coded with the use of the software ATLAS.ti. The attributes of effective teachers were collected, identified and then aggregated by characteristics of the participants in the study, including years of teaching experience, gender, ethnicity, and subject taught. Names for the attributes of the participants were created by the principal investigator, after careful consideration of the attribute qualities, and identified in the annotated transcripts of the interviews. These attributes included being approachable, having belief in their students, commitment, compassion, empathy, flexibility, being in tune with students, perseverance, problem-solving, respect, comfort to talk to students, being teachable, being understanding, and having a willingness to listen to their students.

The data were arranged in multiple ways to cross reference the collective list of teaching attributes with the characteristics of the teacher participants in the study. The first view of the

attributes was through the lens of years of teaching experience. There was no pattern or observable trend linking the years of teaching with the attributes. The attributes were spread across the categories ranging from five years to 19 years without significant results.

Table 4 indicates how the categorized attributes were cited by years taught. The teacher variable data were cross-referenced with the attribute data after they were categorized.

Table 4

Attributes of Effective Teachers by Years Taught

Attributes	5 Years	12 Years	17 Years	19 Years
Approachable			X	
Belief in Students	X			X
Commitment		X		
Compassion				X
Empathy	X	X		
Flexibility			X	
In Tune with Students				X
Perseverance	X			
Problem-Solving		X		
Respect				X
Talk to Students	X			
Teachable			X	
Understanding	X			
Willingness to Listen	X			

When the data were viewed through the lens of subject area taught, the breakdown was U.S. & Global History/U.S. & Civics, ELA, and Math. Nine of the attributes were cited by the U.S. & Global History/U.S. & Civics teacher group, four by the Math group and three by the ELA group. Overall, the analysis of the data by participant characteristics revealed no unique or distinct patterns among the teachers.

Next the data were further aggregated by gender, where eight of the attributes were cited by women and six of the attributes were cited by men. This aggregated data presented equal connections of the attributes to the genders of the participants.

Table 5 indicates how the categorized attributes were cited by gender. The teacher variable data were cross-referenced with the attribute data after they were categorized. There were two male participants and two female participants.

Table 5

Attributes of Effective Teachers by Gender

Attributes	Female	Male
Approachable		X
Belief in Students	X	
Commitment	X	
Compassion		X
Empathy	X	
Flexibility		X
In Tune with Students		X
Perseverance	X	
Problem-Solving	X	
Respect		X
Talk to Students	X	
Teachable		X
Understanding	X	
Willingness to Listen	X	

When the aggregated data were arranged by ethnicity, the subgroups of the participants included African-American & African -Caribbean, Caucasian, and Hispanic. Seven of the 14 identified attributes were cited by the African-American & African-Caribbean subgroup, six of the attributes by the Hispanic subgroup and three attributes by the Caucasian subgroup. The three attributes cited by the Caucasian subgroup included being approachable, flexibility, and being teachable.

Table 6 indicates how the categorized attributes were cited by ethnicity. The teacher variable data were cross-referenced with the attribute data after they were categorized. Two of the ethnicities were combined into one category, African-American & African-Caribbean to better manage the data.

Table 6

Attributes of Effective Teachers by Ethnicity

Attributes	African-Am & African-Carib	Caucasian	Hispanic
Approachable		X	
Belief in Students	X		X
Commitment	X		
Compassion	X		
Empathy	X		X
Flexibility		X	
In-Tune with Students	X		
Perseverance			X
Problem-Solving	X		
Respect	X		
Talk to Students			X
Teachable		X	
Understanding			X
Willingness to Listen			X

Table 7 indicates how the categorized attributes were cited by subject taught. Categories were combined in the subject taught area, U.S. & Global History and U.S. & Civics.

However, when the data of the attributes identified were categorized into groups that best described them and labeled them as either Innate Traits, Individual Skills, or Relationship Based, the majority of the data were Relationship Based Attributes.

Table 7

Attributes of Effective Teachers by Subject Taught

Attributes	U.S. & Global History/ U.S. & Civics	ELA	Math
Approachable	X		
Belief in Students	X		X
Commitment		X	
Compassion			X
Empathy	X	X	
Flexibility	X		
In-Tune with Students			X
Perseverance	X		
Problem-Solving		X	
Respect			X
Talk to Students	X		
Teachable	X		
Understanding	X		
Willingness to Listen	X		

Figure 1 breaks down the categories of attributes, after careful consideration by the

principal investigator, based on the qualities of the attributes.
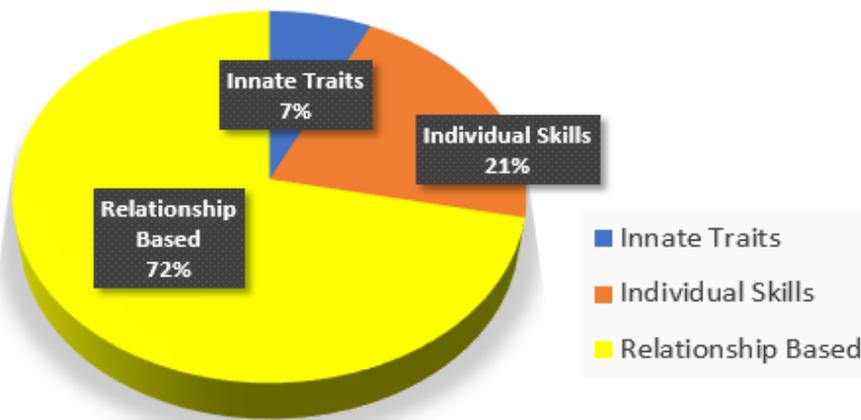
Figure 1. *Attributes categorized.*

The teacher qualities considered earlier, like gender, ethnicity, years of teaching, and subject taught were insignificant in the data aggregation, but when the actual attributes were coded, the qualities of the attributes significantly were Relationship Based Attributes, 72%.

Interestingly enough, when the data were categorized into the three groups and then aggregated by the participant characteristics, only when the data were viewed by gender and by subject taught, were all of the characteristics, (male, female, U.S. & Global History, ELA, and Math), cross-referenced positively with all three groups of attribute categories (Innate Traits, Individual Skills, or Relationship Based). When the three categories of the attributes were viewed by Ethnicity, the data showed that the Caucasian group did not cite the attributes categorized as Innate Traits, and the Hispanic group did not cite any of the attributes categorized into the Individual Skills group. The African-American/African-Caribbean group cited all three of the major attribute groups, Innate Traits, Individual Skills, and Relationship Based. The only subgroup of attributes that all Ethnicity groups cited was Relationship Based.

Table 8 indicates how the categorized attributes were cited by ethnicity. The teacher variable data were cross-referenced with the attribute data after they were categorized. The major groups were selected as the most prominent attributes that served as umbrellas to similar attributes identified in the coding process.

Table 8

Categorized Attributes by Ethnicity

Attributes	African-American/African-Caribbean	Caucasian	Hispanic
Innate Traits	X		X
Individual Skills	X	X	
Relationship Based	X	X	X

Looking at the data according to the quality of the attributes shows that 10 of the 14 attributes were Relationship Based. Perseverance was coded as an Innate Trait while flexibility,

problem-solving, and being teachable were coded as Individual Skills. Most of the attributes that the participants cited were Relationship Based. The attributes categorized as Relationship Based included being approachable, having belief in their students, commitment, compassion, empathy, being in tune with students, respect, comfort to talk to students, being understanding, and having the willingness to listen to their students.

Of the 10 attributes in the Relationship Based category, some overlapped and could be chunked together with other similar attributes under a larger category. Being approachable and being understanding were grouped with the larger attribute, compassion. Being in tune with students and having a willingness to listen to students was grouped with the larger attribute, empathy. Comfort in talking to the Students was grouped with both the larger attributes, commitment and respect. After the attributes were categorized into the Relationship Based group, they were chunked into five major groups: Belief in Students, Commitment, Compassion, Empathy and Respect.

Table 9 indicates the instructional and inspirational strategies used by teachers and how they align to the categories, created by the principal investigator to code trends observed during the data analysis and coding process. The following components in Table 9 were noted in most of the instructional and inspirational strategies used in the classrooms: Connections, Creativity, Collaboration, Critical Thinking & Content. These components were embedded in the classrooms of the four self-identified effective teacher participants of this study.

Table 9

Instructional and Inspirational Strategies

Strategies	Connections	Creativity	Collaboration	Critical thinking	Content
Essential Questions	X	X		X	X
Text-Based Argumentative Essay	X	X		X	X
Activator Cards	X	X	X	X	X
Group Problem-Solving	X	X	X	X	X
Group Discussion	X	X	X	X	X
Student Explain Thinking	X	X		X	X
Rewriting the Constitution for Today	X	X	X	X	X
Calculating Time to Charge Cell Phone	X	X	X	X	X
The Writing Process	X	X	X	X	X
Differentiated Instruction	X	X	X	X	X

Furthermore, an analysis of the instructional and inspirational strategies observed in classroom snapshots and from the various lesson plans was conducted. One class analyzed and interpreted Thomas Paine's "Common Sense" in their group and then collaboratively determined a position and provided textual evidence to support their thinking. Another class engaged in a group discussion to collaboratively problem-solve a real-world math problem to determine how long it would take to charge a cell phone based on the data provided. An ELA class used *The Lord of the Flies* by William Golding as an anchor text for an argumentative essay where the student writer must follow the writing process to establish a claim, organize their thinking and support their position with pieces of text.

Teacher participants were interviewed about effective attributes in their own practice.

Michael wore a warm smile. He had a warm presence and a soothing voice. He had over 19 years of teaching experience in this urban minority high school. He taught all math subjects to all grade levels and cared for his students beyond the classroom. He said, "I think that an effective teacher is compassionate, in-tune with the students they serve." This teacher was from the area and felt vested in the community. He approached his classroom with a bigger view than just the class. He said that having respect for the students and believing in the students were critical attributes of effective teachers. He said, "You must have respect and belief for the students. Respect and belief, that's critical. Respecting their culture, respecting I guess their struggle."

He reflected on how inspired he was by his students who coped far better with the stresses of life than he ever could. He added, "You need perspective to be an effective teacher and then the instruction will come. . . . If you don't believe they can learn, then nothing matters. If you don't respect them at their level, instruction doesn't matter." He was mindful of the students' feelings and the need to treat them well. He illustrated the science and the significance of both the affective and the cognitive domains of learning. He said, "The best lessons are those when the kids experience success because they feel a little bit connected to the work and they haven't been spoken down to." Too often relationships between teachers and students are strained because of condescending, uncompassionate, culturally insensitive teachers.

Marie was energetic, with five years of teaching experience, passionate about teaching history and devoted to her students. She had a nurturing and maternal attitude that seemed protective and comfortable. She stressed the importance of believing in her students, empathizing with them, and never giving up. She said, "I'm very willing to listen and empathize with situations . . . no matter what's going on, you always have to persevere." She shared how her upbringing required perseverance and included a never give up attitude. She said, "My students

can definitely connect when you, instead of pitying them, believe in them that they can make it through it . . . no matter what their weaknesses are, they know someone is there to help them strengthen them." She acknowledged the connection she had with the students that seemed to happen organically for her.

She observed, "One of the problems I don't have with my students is the issue of making up work or redoing work that's not graded for the first time. I don't have to really go beyond reaching out to them." The positive rapport she established with her students positively impacted their performance in her class. "They don't hesitate to come to me and explain what the obstacle is. They're able to come to me on a personal level and connect it to whatever work they are handing in." She continued to describe the importance of believing in her students and caring about them as people. "They ask for help. It shows me I'm on the right path with them." She reflected on her responses for a moment about attributes of effective teachers and then added, "I think understanding, talk to them. If you stop doing that you disconnect yourself from your kids and then there's no hope." Without a connection to her students, she felt all was lost.

James had over 17 years of teaching experience, immense energy, many responsibilities and multiple roles in the school community. He said, "The hats I wear let them see me in a different light. We have different conversations and we speak on a personal level. I pride myself on taking down the walls and getting them into the community." He organized different community events together with the students in his class. He was very positive and dedicated to the improvement of not just his students, but the entire school community. He believed in, "Building students up and making parental contact to celebrate students who are doing well, not just for poor behavior." He said effective teachers were, "Approachable, teachable, flexible, prepared to change at any given minute, switching on a dime."

Janice, with over 12 years of experience teaching English, believed attributes of effective teachers were like, "my empathy for my students . . . I was a substitute. I loved the student body. I could empathize." She spoke with a patience that developed with experience. Her voice was comforting and smooth. Her disposition was relaxed yet energized. She added, "My commitment is part of my personality, part of my upbringing. Life was challenging, happy, fun, yet challenging." She reflected on her youth and the support she received from her family, "My commitment to completing a task. I start something, I finish it. I do something, I put my best foot forward. Once my name is attached to it, a sense of pride." She continued to reflect on what attributes were crucial for effective teaching, and said,

> I think my problem-solving skills. I think that it's not just about lesson-planning. Yes lesson-planning is a major component. But . . . I would define problem-solving skills as a key factor. Solving problems, I think, is what increases effectiveness.

In addition to empathy, commitment, and problem-solving she pointed out that, "It starts with knowing your students, being able to differentiate. How do you change it when it's not working? It's solving the problem that comes with time." She did not believe a first-year teacher could be effective without the experience of making mistakes and fixing problems as they transpired. She said, "I think problem-solving is a key component, coupled with empathy, and sky's the limit."

Teachers participants were interviewed about instructional and inspirational strategies they have used in the classroom. Michael shared his lesson design process, "I look at key components. I use a model that I adapted . . . which really deals with what we're teaching, and why we're teaching it, and making connections, past, present and future." He expressed his intentional design for predicting student misconceptions. "I like to kind of look at what misconceptions students make, what errors students generally will make and then work around

those, trying to explain those, clearing misconceptions when possible." He has found that, "when kids feel a need for the math, they're more receptive to what we're teaching them . . . my motivations involve creating situations to make the task easier or doable." He confessed that the students give him life. He was dressed to attend a former student's mother's funeral. He remembered, "the highlight of my career, being able to marry two of my former students. That sort of thing, it goes beyond school, beyond any sort of grades, it's life." He conveyed a real importance in connecting the material he was teaching to the students on a personal level.

It was always about the students first. He said, "I want them to understand that math is not just questions and one answer." He described how he promotes critical thinking and creativity in the classroom. "A lot of my activities promote them to reflect on their experiences, their common sense, and try to apply it to the math we're studying on a particular day." He further explained how he differentiated instruction. "As opposed to thinking about one formula, they think about the math they already know. They get what they need to enhance what they already have so they can solve problems." He shared a strategy he likes that promoted critical thinking and communicated to the students that the teacher cares about what the student is thinking called the "I Notice, I Wonder" protocol. "It's something they stop getting in high school, but it's still appropriate."

Marie shared her lesson design process. She said, "I think about how I would look at the material through their eyes. When I'm looking at readings, I put myself in their shoes." She shared how she empathetically designs her lessons. "I realistically ask myself; would I understand this? I have to think, are they going to do that? If I can't even focus on my own plans, are they really going to be able to do that either?" She explained how she proofreads her work and decides on pacing and how much time activities take. She described how she makes

connections between the content and the students. "I try to connect it back to them on a personal level and the Do Now, I make more than one answer, so it's self-reflective."

She prioritized her goals for her students' understanding. She said, "I want them to understand, especially with history, that it's still 100% relevant. It's relevant in their daily lives and not just something that's happening out there." She explained how making connections between the content and their lives is essential for learning and for their life. "It can affect any decision they make and the person they become. Open it up and connect it back to the Do Now. How does this relate to you? How can this determine your resilience?" After she explained, she shared a big smile and continued to share what she learned about her students.

She said, "They just want to be loved. They want someone there for them that they know to say hi, to push them a little and they'll follow through. They need that, enabling that behavior motherly, affectionate attention." She acknowledged the enabling behavior. "If that works and it's helping them, I'm ok with it." Building relationships anchored her teaching. "They need someone they can rely on and have a confidence in. If they come to you to talk to you about things, they see that. They know it. They may not say it." The affective domain of learning is challenging to quantify, but feelings are often strong drivers of action. "They know you are someone they can trust. It helps. They come to school more often, they don't want to disappoint. They're trying to please someone else. Let me help you get some confidence in yourself." She explained how teachers impact student learning once they can establish a trusting relationship and build trust and self-confidence. "Once they establish a contact with a teacher, they're the best one to instruct them on how to build themselves up."

James highlighted the students as the center for his lesson design. He said, "It's really important to meet students at their needs, making alternatives and changes for their success.

Class by class. Moving students in their writing, their literacy and their ability to collaborate in class." He explained how he differentiated instruction, made collaboration intentional and focused on the writing process to improve literacy. He highlighted his desire to promote critical thinking and creativity. "I want students to think for themselves, defend, understand, enter into a conversation and defend their position. I want them to become critical thinkers." Instructional and inspirational strategies that he used included activators and image cards for Do Now activities, so that everyone can enter the lesson. He cited sharing personal stories as a method of inspiration in class and creating a culture of meeting students where they are and building students up to their greatest potential. He said, "If you're not here for the students, you have to change your job."

Janice shared that she also looks to her students before designing her lessons. She said, "It starts with knowing your students. You have to differentiate. How do you effectively communicate that idea?" She reflected on the challenges of meeting students where they are and effectively communicating information to them. "How do you transmit it? With an organizer? Is it what you tell them? Is it how you word the organizer? Is it how you design it? How do you change it when it's not working?" She shared her experiences and beliefs about how to approach students. "I believe a lot of West Indian students, students from the Caribbean, should be approached as ESL students . . . They're coming with the vernacular, if you teach them from that perspective, you're more successful." She also shared the importance of connecting the content to her students' lives. "Essential questions and real-world applications. I believe in being authentic, and connecting to my students' lives, and that for me increases motivation." Her experience and her observations led her to a deeper understanding of the importance of teachers caring for their students.

She said, "The fact that they know you care makes a big difference. You don't have to tell them. They know. It comes out in how you maintain your classroom. Do you clean your board?" She explained how her classroom was like her home and how she treated her students, how she welcomed them to class, and how she treated her students' parents, impacted how they performed in class.

"Is your classroom clean when you come in the room? It sends a message about how you perceive them, and they respond to that. It's not something you have to articulate." She continued to reflect on her own teaching. "How do you change their mindset? Do you care to change their mindset? How much is it important to you?"

She considered the importance of relationships between teachers and students. She said, "I think it's everything. Does the teacher care? Is the student aware the teacher cares? How do you articulate that to your student? How do you communicate? Once you meet the student, you will see success."

She confirmed what science suggests about the importance of simultaneously approaching the affective and cognitive domains of learning. "Once you reach students mentally and emotionally it helps with academic success. One won't happen without the other. So, you see evidence of that in the classroom."

Teacher participants were interviewed about their thoughts on professional development. When asked if he thought attributes of effective teachers could be taught at professional development seminars, Michael said, "No, I don't believe it can be transferred. I don't know, on one hand every teacher's experience is unique. In my experience, I am from this area, invested in this community, though I don't live here anymore." He explained, "I enjoy being around the kids. I'm open to new things and I don't take my subject area too seriously. I'm not sure if

anyone would be willing to take the risks that I've taken." He described his experiences as alternative to traditional methods. "When I talk about risks in terms of bringing new things in the classroom, not relying on some of the tried and true customs, not smiling before Christmas, releasing control of the classroom, conceding control, that's risky."

When asked about professional development seminars, Marie said, "You need to have time where the teachers can vent their frustrations, and have a moment to share their side . . . a time to reflect." She recognized the importance of managing stress and supporting one another while serving the students. "If we are in this profession, who are we doing it for?" When asked if teacher efficacy could be transferred to other teachers, she said, "I think so, but there has to be a willingness to want to learn. As adults we have the ability to stop taking in information, just like the kids do." She made a connection between students and teachers as students, recognizing the need for teachers to be lifelong learners. "To keep ourselves in check, are we keeping up with our practice?"

When asked whether teacher success can be transferred, James responded, "Most certainly, but you HAVE to be teachable. You got to be flexible and teachable. You have to have an open-mind. You are the expert but there are always strategies to learn to fill your toolbox."

Janice shared, "I came from a family of teachers . . . So, my experiences led me here. Can it be transferred? It depends." She spoke of empathy and how integral it is for teachers and wondered if it could be taught. "Empathy is a watchword for me in my life in all areas and even teaching because of where I've been and who I am. Is that something that can be taught? Maybe yes." She explained further, "It's about putting yourself in their shoes. This is how I survive in America with issues of socio-economic imbalance. I apply empathy and I can work with anyone, overcome hate, prejudice, and racism." She recognized, "Problem-solving can be taught and you

apply your intelligence and apply steps to solve it, to some degree." She wavered back and forth, "It depends on who you are and where you're coming from and how much you're invested in your process. It's a career, yes, but this is a way of life." She acknowledged teaching as a way of life and her classroom as her home. "Look how much time I spend in this classroom. That's why I insist on making it my own. This is home. It has to be comfortable for you and your students." She explained, "Because If you are not comfortable, your students are not. It affects the transmission of knowledge and content. So, can this be shared? Most likely, but again it depends on who that individual is."

The following Classroom Snapshot Observations took place in October 2018 during the regular school day. Michael 8:49–8:56 am. Students sat in a circle with laptops. This classroom formation supported collaboration by providing an opportunity for all students to see one another during discussion. The physical set-up of the class provided a student-centered learning environment. The teacher and the screen were at the front of room. The screen provided a focal point for the students to share their thoughts with one another in a safe space.

The teacher navigated the information and highlighted the thinking process that was made visible by the student work on the screen. The teacher designed the lesson to intentionally make a connection between students' lives and the math. He designed a real-world problem so students would connect to the content and required solving it creatively which promoted critical thinking. This was the first day of the school year that students' cell phones were collected. The teacher used the situation that students were engrossed with in their lives and connected it into the classroom. He said, "What time will this iPhone be charged? What did we do first?" A student responded. The teacher challenged the student, "Before that." A student said, "We

estimated." Then he said, "We're going to have a prediction. What were your predictions? My prediction was 9:38." Student responses included, "10:34," "10:08," and "9:45."

The teacher launched a discussion with the students by saying, "Want to talk about this real quick?" The teacher created an opportunity to collaborate with one another through the sharing of ideas in a discussion. By labeling it "talk" and assuring them it will be "quick" the teacher created a safe, comfortable, and swift chance to be heard in class. One student explained her thinking. Then the teacher said, "Can you take what you did and take it to 100? I think you did an awesome job. I think this was awesome how she set this up." He praised her directly and then again to the whole class. He was pushing her to think critically while engaging with the content. He encouraged her to explain how she set up the problem to the class, "You want to share?" The student shared. Then he said, "Does anybody know what she was thinking? Take this further. At what time will this reach 100%? I'm going to leave you hanging. Tomorrow we'll find out, I know your phones are taken and you're looking sad. You got this, feel better."

Time ran out and students had to go to their next class. The teacher created opportunities for students to make connections with what was happening in their lives to the content. Solving the problem required critical thinking and creativity. Students collaborated with one another as they shared their thought process in a small discussion. A student was slow to leave the room and said, "I can't I mean I know I can, but." The teacher assured the student, "Feel better and have a good day. I need you here a little earlier." The positive rapport the teacher had with the student was reflected in the pleasant verbal exchange. It was also clear that the teacher had high expectations for his students and would not tolerate ongoing tardiness. This personal attention given to the student illustrated how teachers can incorporate the affective learning domain by building caring, trusting relationships with their students.

Michael 10:30–10:45 am. "I want ya'll to give me an explanation. Go further. Why did you select it? Give me a 9th or 10th grade explanation." Students continued to sit in a circle. They were able to discuss their ideas with one another which supported a collaborative learning environment. The question suggests they were given a choice in making a selection and would now need to explain why they made that choice. This activity was differentiated and promoted critical and creative thinking. The teacher looked online at student responses in real time as they were problem-solving their responses. He said, "That's a good one. I'll take that. I like the appropriate use of gonna." He warmly complimented a student response and made a light joke about the student's use of "gonna" in his answer.

A student asked him for the login information. Although independent learning was promoted in the classroom, the student felt comfortable to ask for assistance. There were 18 students sitting in a horseshoe with laptops, facing the screen where the teacher sat at the helm, monitoring the online responses to the computer program that generated real world math problems using robots. The physical set-up of the room portrayed a clear focal point to the lesson. The screen was the collaborative display of the students' critical thinking and creativity.

One student said, "I got 80 clicks." Another student said, "You're so good." The teacher prompted the students to think by saying, "Listen when they ask, how can you use math to help you figure out which bot is going to click faster? You can use a calculator." A student asked for a calculator and another student gave him one. The relationships between the students were positive and kind. Teachers often set the climate in the classroom regarding how people are treated. The teacher continued to challenge student thinking by asking, "Why?" The student said, "In three seconds." The teacher continued, "So another three seconds, would he do the same amount?" The student answered, "He can't do less." The teacher kept asking, "Remember, it's a

robot. Do robots get tired?" The repetition of the questioning suggested a firm belief by the teacher that the student would figure out the answer to the problem. The teacher remained patient and persistent. Then the student realized, "Oh so you add the same amount over and over?" The teacher explained, "Ok, let's go back. Is he going to...how about three more seconds?"

Students continued to share their thinking with one another and used the online platform to answer the questions, so their thinking process was made visible to the class. There were bar graphs beside student names with written explanations. The use of technology in the classroom was obvious and integral to the lesson. Providing students with the tools required to succeed demonstrated that the teacher believed in the students' capacity to thrive with the program. It showed the teacher's respect for his students' learning by engaging them with laptops and real-world situations.

A student told another student, "Shut up" and the teacher countered with, "Hey be nice, be nice." Some teachers would have ignored that comment. By addressing the unkind language, he set a standard for future student behavior and established a respectful norm that encourages students to "be nice" in the classroom. Then he said, "Let's try to put a bow around it. If Bot 6 is doing 26 clicks in three seconds." The teacher designed his learning activities like real-world problems to engage students in the learning process by making connections between his students' lives to the content. He facilitated a small discussion to assess student understanding. This vehicle for communication also encouraged collaboration, critical thinking, and creativity. A student said, "They gonna click the same amount . . . 72 in 10 seconds." Another student asked, "108?" The teacher challenged, "The other bot where did you get 52? Why did I do that?" The student explained. Then the teacher asked another student, to be sure he heard, "What did he

say?" The student reiterated what was said. This strategy assessed if the student heard what was said and validated the student response.

Marie 10:15–10:30 am. Students were seated in small groups with graphic organizers and readings on their desks. Small group seating promoted collaboration and small group discussions. Small groups offered students safe spaces to take academic risks while they connected with their peers in their classroom community. The graphic organizers served as scaffolds to support students in the writing process. Readings on the desks offered the opportunity for independent learning as students each annotated what they understood to be the most significant aspects of the text to include in their graphic organizers. The collaborative nature of the classroom set-up provided intimate opportunities for students to check their understanding with the peers in their small groups. The sharing of ideas in small groups promoted critical thinking, creativity, and collaboration while they made connections with the content.

On the SmartBoard was, "Thomas Paine's 'Common Sense' 15 minutes. First, with a partner or group, look over the abridged interpretation of 'Common Sense' by Thomas Paine." The teacher circulated around the room and asked groups of students questions to promote critical thinking. She said, "Democracy is . . . does that make sense?" When a student responded, she said, "Well look at what this says . . . absolutely." She redirected the student back to the text and confirmed the response. The teacher sat on the desk which reflected the level of comfort established in the room.

A student asked, "Why nobody?" She kneeled beside the student and said, "I want you to keep that in mind. That's a stance you can argue. About nine more minutes. You guys good? You need a translator? (iPad) How do you know? What is he saying in the previous statement?"

Again, the positive rapport established between the teacher and the students was evident when she kneeled beside the student to hear her response. Her ongoing questioning promoted critical thinking and creativity. When she offered her students an iPad translator, it was evident that she believed in her students and respected her students. Teachers who do not believe that their students can learn would not bring modern technology or rigorous text to the classroom.

She continued to facilitate student discussions as she circulated around the room. She asked a group of students who were talking quietly, "How are you guys doing? You should be talking about the purpose of government in his idea." A student said, "Useless." She asked, "And why does that make it useless?" The student responded and she said, "Please write that down before you forget it. How is this a useless government?" By requesting the student to write down her ideas, she validated and respected the student's voice. She promoted critical thinking and creativity when she continued to question and challenge the student's response.

A student explained, "Say you're my mother." She listened carefully and said, "That is one way to look at it . . . but also why else." When the student compared the teacher to her mother, it was clear that there was a positive rapport established between the teacher and the student. Listening carefully to what the student was saying indicated that the teacher respected the student and empathized with what the student was saying. Another student responded, "Because they don't care about the people, they're not being represented." The teacher encouraged the student collaboration when she said, "Right there you added to his answer . . . you're almost done with these sections. These sections are small. These are your interpretations." She encouraged them, "I'm asking you to determine your position . . . you have to take a side . . . it's catered for everybody. We're going to take your explanations and go back to the essential

question." The use of essential questions promoted critical thinking and creativity. Essential questions fostered students' abilities to make connections between the content and real-life situations. She required students to take a side which forced students to engage and connect with the content creatively using critical thinking.

She continued to facilitate a student-driven discussion by having students toss a pink stuffed bear to one another to signal their turn to talk. A student said, "Basically, the UK is useless and they don't care about the colonists." Another student said, "They do not care about the people." She asked, "What ideas stuck out for you?" A student said, "Basically that he's in order for the government not to be corrupt." She kept the conversation going, "Choose someone else" (tossed a pink stuffed bear). A student said, "No representation" and she asks, "How do you think the colonists felt?" A student said, "I know they are pissed off . . . they were being ignored" (bear toss). The student who caught the bear said, "They don't bring anything . . . it disrupts their trade . . . time to break away is now." Another student agreed, "She's basically saying." And another student said, "The people . . . elected, represents how they feel." The teacher connected the content to their lives when she asked, "How do you guys see this relating to your life today?" A student said, "Trump doesn't listen to anyone." Another student added, "He don't care." Another student said, "Immigrants . . . taking away Obamacare. He doesn't care . . . benefits him." The teacher said, "One more person . . . go ahead" (bell rings, nobody leaves). The student said, "He's like a dictator and he doesn't care." She addressed the class, "I want to talk more about what you have to say about this and how it relates to you."

The teacher used the discussion as a collaborative opportunity for students to share their ideas with one another and make their thinking visible to their peers. This required vulnerability on the part of the students but illustrated the safe learning environment that had been established

71

as students felt comfortable taking academic risks. The lesson design simultaneously aligned learning activities to both the affective and cognitive domains of learning. Students were mindful of their own feelings as well as the feelings of others in response to the content.

James 8:27–8:42 a.m. Students worked collaboratively in small groups of four and five with graphic organizers and writing templates. The graphic organizers supported students in the writing process. Writing templates were additional tools for guided practice. There were pieces of texts on the tables and rubber bands. The texts were leveled readings to differentiate instruction by reading strengths. The teacher circulated around the room and said, "Ladies & gentlemen, I'm giving you about 10 minutes more on this activity, because we have to get to activity two. You guys are really digging deep individually." He directed, "Ladies & gentlemen if you came in late, can you complete the Do Now too. Be able to discuss where you see this amendment today . . . in about eight minutes."

The teacher established a student-centered learning environment which encouraged independent thinking. The learning activities were designed to promote critical thinking and creativity. The rubber bands were kinesthetic motivators to conceptualize the content, the elastic clause. The teacher provided a hands-on opportunity to make connections between the content and the materials used in class. It was evident that the teacher believed in his students and cared about his students' learning experience. He trusted them to handle the rigorous material and acknowledged their "digging deep" into the texts.

Students worked collaboratively and discussed their answers. This structure promoted critical thinking and the exchange of creative ideas. The sharing of ideas in discussion created an opportunity for collaboration where students could challenge one another's thinking. The teacher said, "You're only answering how, you're going to practice active listening. You're sharing out in

your team. Let's go to it. Everyone's voice . . . only to where you see it in America today." The teacher designed the learning activities with connections built into the task. They had to make connections between the content and real-world situations. The teacher also built collaboration into the tasks by requiring they work as a team and were held accountable by their team for their share-out of ideas.

Students shared responses with one another. The teacher circulated around the room and checked his watch. He demonstrated effective time management and promoted critical thinking with his questioning. The teacher said, "Think about the 19th Amendment. What did it give?" A student answered, "The right to vote, women." The teacher repeated the student's response with great energy, "Women! Earned the right to vote. The idea behind it . . . good job." He validated the student's response by repeating it and then complimented it as a "good job." Students were comfortable sharing their ideas with the class and were given immediate validation.

Then he addressed the whole class, "Alright, let's come back to center. I want to get your minds flowing . . . change is required." It was clear he believed in their capacity to be creative and to problem-solve. He provided opportunities to make connections between the students' lives, modern society and the historical content. He said, "As society changes in America we have to look at our constitution . . . we have 27 Amendments, changes to the constitution, need to change, must occur . . . we're shifting . . . USA constitution to (ABC) . . . will guide us into the future."

He continued to address the class to generate creative thinking and then he redirected their thinking specifically to the assignment. He reminded the students of, "The 5th clause. What does your elastic clause look like in your constitution?" He predicted student misconceptions and decided to revisit what an elastic clause was. The teacher paused to read aloud from the

document. He then reminded the students, "When you create the elastic clause, you have to be very specific. Having a discussion and creating a framework. The discussion starts now. You, who will make the change? How will it happen? Go to it. Start that conversation." His directions were inspiring and empowering. He charged his students with the responsibility to affect change in our society today and change the future. That demonstrated significant belief in his students to expect such ambitious goals.

Then he said, "You're transitioning now from U.S. Constitution to (ABC) Constitution. There's also space on your graphic organizer to take notes." He reminded the students of the context surrounding the learning task and reinforced the connections between the students' lives and the content by requiring them to collaboratively create an elastic clause to solve an existing problem they have identified in their school, and write it into their constitution for the school. He encouraged students to take notes onto their graphic organizer to promote critical thinking and support their organization of ideas in the writing process.

Janice 9:02–9:17 a.m. Students worked in groups while they wrote their essays for English Language Arts. Students communicated and collaborated with their peers throughout the writing process. This learning environment created conditions for independent learning with collaborative supports. Students were required to take a position in response to the literature and provide textual evidence to further support their argument. This learning activity was intentionally designed to promote critical and creative thinking while connecting to the content. On the Smart Board was: "Guiding Questions-How have you structured your essay? Have you developed two body paragraphs or more? Have you discussed what's unique about the setting? Are you analyzing the two characters in one paragraph or two?" These questions encouraged student autonomy. They continued, "How have you analyzed the conflict between these two

characters? Have you discussed how the setting fueled the conflict? Have you provided actual quotes from the text to support your statement?" The final question encouraged students to make connections between their lives and the content, "Have you provided real world examples to strengthen your statement?" The reflective checklist promoted independent learning. The teacher circulated around the room and provided one on one attention to the students.

She asked a student, "So you understand all the corrections? Any questions about the corrections . . . when I say rewrite . . . can you tell me?" The student explained. The teacher was patient and kind with each student and communicated high expectations directly to the students. She addressed a student who was not working, "I need you to be on task." When the student got to work, she said, "Thank you doll." The language the teacher used to communicate with her was respectful and warm. She moved to the next student and said, "Exactly . . . because of the environment . . . alright." The teacher circulated the room and provided individualized attention to students as they each engaged in different stages of the writing process.

The literary essay was anchored in William Golding's *Lord of The Flies*. The resources used in class indicated a high level of rigor and high expectations. Hanging on the window was chart paper that read, "Unit of Study: The Ideal Society Text of Study: *Lord of the Flies* by William Golding. Skills Focus: Critical Analysis and Argumentation." The print rich environment framed the learning activities and served as guide posts for the students as they worked. Also posted on the wall was, "Grading Outcome - Content 30%, Communication 15%, Critical Thinking 20%, Collaboration 15%, Productivity/Accountability 10%, Technology 10%." The grading policy was clearly posted on the walls to make expectations clear for students.

Beside the grading policy hung another piece of chart paper that read, "Thinking Markers Annotate as you Read: Something important, Questions, Wondering (document your thinking),

Something Surprising." The helpful hints to guide struggling readers through the annotation process was another strategy used to differentiate instruction in the classroom. The teacher created a learning environment that supported students in becoming independent learners. The teacher said, "Let's be positive. Let's be positive. Yes, dear." The positive energy the teacher exuded in the class was evident in her words and her mannerisms.

The disposition the teacher possessed was positive, kind, and supportive. When a late student arrived, she greeted her warmly and said, "You were absent. Everything you need is over here." Once the student found what she needed the teacher moved to another student, read her essay, and then said, "Before I get to this . . . don't assume I know. I have no context. This is why this is very important. . . . How do you know, Sherice? If I don't know her, who is she? Very good."

Summary

The results of this qualitative research, using a narrative inquiry with one-on-one interviews and 15-minute snapshot classroom observations, suggested that the most influential attributes of effective teachers were those that are Relationship Based. Overall, there were 14 effective teacher attributes cited in the interviews conducted by the 4 teacher participants of the study. They all taught high school on the same urban campus to the same student demographic. Of the 14 attributes, 10 of them were coded as Relationship Based. These attributes were then grouped together to condense the data into the following five major categories within the larger group, which was 72% Relationship Based Attributes:

- Belief in Students

- Commitment

- Compassion

- Empathy

- Respect

Next, instructional and inspirational classroom strategies were analyzed, identified, coded and grouped to reflect the following characteristics present in the learning activities observed during the classroom snapshots:

- Connections

- Creativity

- Collaboration

- Critical Thinking

- Content

These characteristics found in the instructional and inspirational classroom strategies used by effective teachers supported a student-centered learning environment where the needs of students were addressed and met. These strategies placed the students at the center of the lesson design and were aligned to both affective and cognitive domains of learning. Teachers were cognizant of students' feelings and were mindful of their role in designing lessons that were relevant to their students and promoted critical thinking with opportunities to make connections with the content in creative ways, while collaborating with their peers.

Current scientific research supports the concept of aligning learning activities to the affective domain of learning as well as the cognitive domain of learning. Science also supports the concept that our brains are muscles and can strengthen through practice. This is true of both the affective and cognitive domains of learning. We get good at what we practice. Much like we can improve our math skills with practice, we can improve our capacity for empathy and compassion with practice. The most important key to success is the belief in the possibility of

achieving success. The great Henry Ford was attributed for saying, "Whether you believe you can, or whether you believe you can't, you're right."

An individual will never get to the practice stage in the plan to success without believing in success. Of the five major categories within the group Relationship Based Attributes, having belief in students had the most tremendous impact on the effort level of the student. If a student did not believe he/she can achieve success, the point in trying at all seemed futile. However, when teachers believed in students, they were more likely to make the effort to take the action required to train their brains towards success.

Scientific research supports the value in supporting our students emotionally. Relationships forged by teachers with students require commitment, compassion, and respect. Learners will thrive with an academic mindset which is cemented in students' beliefs in themselves and their potential for success. Teachers can cultivate an academic mindset by believing in their students and designing instructional and inspirational strategies that align to affective and cognitive domains of learning, simultaneously (Hammond, 2015).

Chapter 5: Discussion and Conclusion

Introduction

The purpose of this chapter is to discuss the findings of this study which started with an issue prevalent in urban high schools. This study addressed the apathy for education adolescent students have in urban high schools. Students are often bored in school. This is not an unlikely phenomenon when the educational trend for over a decade has been focused on test results and other forms of data to evaluate teachers, rather than measure student success through their mastery of learning (Ripley, 2012). Teachers are no longer the keepers of information. Students no longer need to learn information as much as they need to learn how to access information for themselves as independent learners. They need to learn how to apply that information. Students need to learn how to communicate with others to collaborate, problem-solve and complete projects. Test scores do not inspire learning. Learning is inspired when the affective and cognitive domains of learning are addressed, together (Wilson, 2018). Ideally, students will learn with joy and curiosity. The love of learning is what educators need to instill in our students to be successful.

Preparing to take exams is not exciting. Preparing to take exams stifles creativity and critical thinking. Standardized tests do not foster collaboration (Ripley, 2012). Standardized test results create a means to track and serve students in the classroom, but if taking tests is all students learn, of course they will be bored. Teachers are the missing link between students and student success. They are the bridge between teaching and learning (Hammond, 2015). This study was conducted to identify the instructional and inspirational strategies of effective teachers. If attributes of effective teachers could be identified, then perhaps these attributes and their effective teaching strategies could be transferred to their colleagues in professional development

seminars. This knowledge sharing could result in a greater rate of success for our urban high school students. After the tests are over, our students need to be independent learners, critical thinkers, and problem-solvers (Ripley, 2012).

The literature indicates that mindset is an integral force in education. Whether students possess a fixed mindset, or a growth mindset depends on whether they believe they can succeed (Yeager & Dweck, 2012). Teachers are integral partners in supporting students' self-belief, especially when they often possess fixed mindsets. When students do not believe they can succeed, there is little need to assert oneself. Why bother to try if you believe you are a failure? What the literature supports is that each one of us has the capacity to build knowledge as well as compassion. The affective and cognitive domains of learning are most effective when addressed simultaneously (Thagard, 2011). This recent science supports the identified attributes of effective teachers identified in this study. The most prevalent attributes, 72%, of effective teachers were Relationship Based.

Teacher student relationships are critical to student success because a trusting relationship provides students with someone who believes in them, even when they do not believe in themselves. Teachers are like parents and like coaches who encourage their children to do their best with the understanding that hard work and belief will move you towards success. Failure only comes with quitting. Teachers encourage students to keep going, especially when they want to give up (Shipp, 2016). Unfortunately, not all teachers care for their students as most teachers do. Unfortunately, there are teachers who maintain a fixed mindset for themselves and their students. These teachers will see a failing test score and then see the student is a failure. Teachers with a growth mindset know the mind and heart grow like muscles with practice (Dweck, 2010). Effective teachers understand that feelings and content are connected in the learning process.

Effective teachers design learning activities that address both the affective and cognitive domains of learning. Making connections between the content and promoting critical thinking to promote independent learning are priorities for effective teachers (Hammond, 2015). Effective teachers believe in themselves and in their students. Believing in people requires positive, working relationships (Britt, 2013). Effective teachers build relationships in the classroom and use their knowledge of their students to inform their daily lesson design.

The questions that drove this study to address this issue were:

- What are the attributes of effective teachers at urban high schools with the same student demographic?

- What are the instructional and inspirational strategies that effective teachers use that led to student success?

- How can effective teaching attributes and strategies be transferred to other teachers during professional development seminars?

The first chapter of this study introduced this issue and Chapter 2 introduced the literature that has been written about teacher efficacy. Chapter 3 described the methodology of the study and Chapter 4 presented the findings. This chapter will discuss the results, relate the results to the literature, include limitations of the study, and the implications of the results for practice, policy, and theory. There is also a recommendation for further research before the conclusion.

Summary of the Results

The identified attributes of effective teachers from two different schools on the same urban campus included being approachable, believing in students, commitment, compassion, empathy, flexibility, being in-tune with students, perseverance, problem-solving, respect, willingness to talk to students, being teachable, understanding, and being willing to listen to

students. These attributes were further categorized into three major groups: Innate Traits, Individual Skills, and Relationship Based. Most of the attributes, 72%, were Relationship Based. This major group was organized into five subgroups: belief in students, commitment, compassion, empathy, and respect.

Instructional and inspirational strategies that effective teachers used that led to student success included making efforts to connect content to real world situations. Opportunities to work in groups or share ideas with a partner provided students opportunities to engage in the lesson on a deeper level. Also, differentiating instruction with graphic organizers, and promoting critical thinking and creativity with learning tasks that required deep thinking and problem-solving were strategies implemented in the classrooms. Collaboration was an instructional strategy built into many of the learning activities involved.

According to the participants, it depended on the teacher attending the professional development seminar to determine whether effective strategies could be transferred. The participants believed teachers attending the professional development seminars must be teachable, flexible, and have empathy. Whether or not empathy could be taught was a lingering question.

Discussion of the Results

There were 14 effective teacher attributes cited in the interviews, conducted by the four teacher participants of the study. Of the 14 attributes, 10 attributes (72%) were coded as Relationship Based Attributes. These Relationship Based Attributes were then grouped into five major categories within the larger group: belief in students, commitment, compassion, empathy, and respect.

The results of this study are not surprising. The results are inspiring for our future educators. The results of this study provide hope for our society with the understanding that our hearts and minds have the capacity to grow with belief and practice. As we enter a more compassionate approach to education, the education that has been sorely missed over the past decade can rejuvenate in our youth (Aguilar, 2015).

Our national economic model and societal structures encourage competition and winning. Our capitalism encourages personal growth. Our educational system encourages personal achievement in test scores (Ripley, 2012). In each scenario, there is little collaboration or compassion for others. The technological growth we have experienced has created a vehicle for accessing information and others without human contact. Imagine a world without human contact. What a sad image that is. Children need to be creative and collaborate with others with empathy and respect to problem-solve and complete projects in so many work spaces (Aguilar, 2015). These human qualities cannot be taught with technology. The affective domain of learning is difficult to address with a computer screen. The rapport teachers create with students is critical to student success (Shipp, 2016).

Positive relationships are built on trust. Trust occurs through the sharing of information and personal experiences. Teachers' experiences often mirror present situations where they are facing a struggling student. The instructional or inspirational strategy that worked in the past may continue to be effective. Sometimes students do not respond positively to strategies used in the past. Each student brings with him/her a unique quality that requires individualized attention and differentiated instruction (Shipp, 2016).

A teacher's responsibility is to meet students where they are and address their needs. The needs of students include emotional needs as well as academic needs. The literature shows that

learning is most effective when the affective and cognitive domains of learning are addressed together (Thagard, 2011). This synergy is where teacher student relationships impact student success. Students will provide more effort for teachers who have established a positive rapport with (Hammond, 2015). When teachers believe in students, students believe the effort to take action and work hard is worth the success it will bring. When they achieve success, the belief in themselves grows and their confidence strengthens. Their mindsets begin to alter because they believe in themselves and the capacity for the growth their mind and heart have when engaging in rigorous critical thinking or acts of compassion (Aguilar, 2015). Learning occurs best when both the affective and cognitive domains of learning are stimulated simultaneously (Thagard, 2011).

A fixed mindset is easy to find in low-income, urban, marginalized populations. Historical and societal structures continue to be in place that denigrate others who differ in race and social status from the privileged majority (Hammond, 2015). Expectations differ. Teachers of urban adolescents require a cultural awareness of the history of our marginalized student population and the present-day injustices that plague our society. Students cannot afford for teachers to bring bias or cultural ignorance into the classroom. Effective teachers believe in their students and influence growth in their mindsets towards believing in themselves and taking action steps towards their desired success (Aguilar, 2015).

Discussion of the Results in Relation to the Literature

In relation to the literature, the findings from this study supported and refined what previous studies revealed. Teacher student relationships positively impacted student success in the classroom (Shipp, 2016). The most significant attributes of effective teachers were found to be Relationship Based. More specifically, believing in students, commitment, compassion,

empathy, and respect were critical in establishing relationships with their students. The instructional and inspirational strategies used by effective urban high school teachers included making connections to the content, creativity, critical thinking, and collaboration. These instructional and inspirational strategies align to the affective domain of learning, supporting existing literature's findings that learning occurs best when both the affective and cognitive domains of learning are stimulated (Wilson, 2018).

There were 14 attributes identified during the interviews with the participants. Of the 14 attributes, 10 of them were categorized as Relationship Based. The other major attribute groups were Innate Traits and Individual Skills.

Teacher participants in this study shared their belief in their students to be, what they have experienced, critical in their relationships with their students. The student demographic in this study was mostly low-income, African-American, urban students. Many of these adolescents have not yet harvested their own self-belief to empower themselves towards success. Teachers can build students' confidence by first believing in them until they too can believe in themselves. "Empowerment can also be described as student academic competence, self-efficacy (belief in one's ability), and initiative. This empowerment, according to Edmund Gordon (2004), co-author of *All Students Reaching the Top*, begins with helping marginalized students increase their intellective capacity" (Hammond, 2015, p. 91). Marginalized students often lack the privilege of having experiences immersed in self-confidence and success. Historically and societally, students from marginalized populations and low-income home situations have not been conditioned with self-worth and value in the same ways privileged populations have been (Hammond, 2015).

For students to explore their intellectual potential, "we know students must believe they can succeed at learning tasks and have the motivation to persevere through challenging work.

This is the essence of academic mindset" (Hammond, 2015, p. 91). When teachers believe in students, they condition them to take risks and try in their work. When a teacher believes in students, students can begin to believe in themselves. "Academic mindset is defined as a student's attitudes, beliefs, and dispositions about school, learning, and his capacity as a learner that are associated with effort, perseverance, and positive academic achievement" (Hammond, 2015, p. 91). When teachers do not believe in their students, clearly those relationships are strained. Teachers lacking belief in their students will often impose their own judgement or perceptions onto students who may not be working to their greatest potential. "What looks like lack of motivation is in reality the student losing hope that anything can ever change because the academic hurdles seem insurmountable (Cammarota & Romero, 2006; Duncan-Andrade, 2007; Quiroz, 1997)" (Hammond, 2015, p. 91).

A teacher has the moral and professional obligation to believe in their students much like a parent with a child. It is an educator's job to build self-efficacy in students by believing in them and showing them how to evolve into independent learners. Otherwise, "learned helplessness is the student's belief that he has no control over his ability to improve as a learner" (Hammond, 2015, p. 91). Science shows that our brains work like muscles and get stronger with use. However, if a student does not believe in achieving success, there is no reason to put forth actionable measures to achieve goals if their belief does not accord with success. "Because he doesn't believe he has the capacity, he doesn't exert any effort when faced with a challenging work assignment or a new skill to develop. Think of learned helplessness as the opposite of academic mindset" (Hammond, 2015, p. 91).

Students could thrive if supported by teachers who believed in them. Students who believe they can achieve their goals are more successful than students who do not believe they

can achieve their goals. Teachers are profoundly influential in the lives of students. "Research finds that unconsciously teachers reinforce learned helplessness among the low-performing students of color" (Hammond, 2015, p. 91). When students receive and perceive these messages from teachers, it impacts students' success immensely. "The student with this limited outlook believes effort is useless" (Hammond, 2015, p. 91). Imagine the long-term effects of conditioning students' minds to not believing in themselves so much so that it dampens their effort. Consider the short-term effects of daily negative reinforcements by teachers while in school and the stress that would create where "anxiety interferes with his academic performance by releasing the stress hormone cortisol . . . reduces the amount of working memory available to him to do complex cognitive work. It also inhibits the growth of the student's intellective capacity" (Hammond, 2015, p. 91).

It all begins with the faith a student has in their own learning, before growth can occur. "To get dependent learners to act on feedback or to be strategic, they have to first believe in themselves as learners" (Hammond, 2015, p. 108). Growth cannot occur without action and action is driven by belief. Without a belief in themselves, students will not put forth the effort and the action to grow, and so will be challenged in finding success. A lack of belief leads to disengagement in class "in response to their internal belief that they can't be successful. They may put forth effort only to give up quickly when learning gets hard and they realize they don't have the tools to complete the task" (Hammond, 2015, p. 109).

As teachers, believing in students supports their confidence and encourages growth in their own self-belief. Teachers who fail to believe in their students are detrimental to student success. "Stanford psychologist Carol Dweck (2007) in *Mindset: The New Psychology of Success* points out that what we believe about ourselves as learners and our ability to be effective

are the catalysts for learning" (Hammond, 2015, p. 109). Teachers who believe in students, support their effort to grow, and cultivate the space in their classroom as a nurturing learning environment, extend the message of respect for and belief in their students.

Per Dweck (2007), "Her research supports decades of other research findings that tell us students with positive academic mindsets are more willing to engage, work harder, and persevere during challenging assignments that stretch them" (Hammond, 2015, p. 109). Having an academic mindset does not come naturally and is difficult to attain and maintain when bombarded with feelings of self-doubt. Additionally, students from low-income, marginalized populations suffer from societal and historical systems that contribute to self-doubt. Per Hammond (2015):

> Most schools still have structural inequities that are predictive of who will be a high achiever and who will be a low achiever, along racial lines. Unfortunately, over time these structural inequities begin to shape a student's internal story about himself as a learner. (p. 112)

The best way to overcome self-doubt is to rewrite the internal narrative. "Rebuilding that 'I think I can' attitude begins with helping the student achieve small, incremental success on important tasks . . . building self-efficacy isn't just about positive thinking or having the student repeat inspirational affirmations" (Hammond, 2015, p. 115). This is where the neuroscience figures in. The more a brain works, the smarter it gets. The brain seeks to solve problems, is pleased with production, and builds confidence with its progress. Believing in students without pitying them is the beginning of building students up into independent learners, able to approach rigorous texts with confidence, or collaborative situations with character and kindness. "Helping

dependent learners cultivate an academic mindset is critical in order for them to act on feedback and move toward independent learning" (Hammond, 2015, p. 120).

People need people. Imagine the possibilities when feeling connected to and valued by others whom you trusted, who listened to you, and who believed in you. These are the same folks who encourage you and you learn from (Aguilar, 2018, p. 122). People need to belong to something greater than themselves to make sense of their existence and to contextualize their surroundings and experiences. Consider the impact this would have on student success if these personal connections existed in hallways and community streets, especially when times get tough (Aguilar, 2018, p. 122). Fortunately, forging positive relationships by believing in our students is something that does not cost any money. However, if a teacher fails to believe in their students, the cost is disastrous. The influence a teacher has on students is ongoing and profound. When teachers believe in students they thrive and prosper. When students have nobody who believes in them, their path towards success is decimated.

When the attributes of effective teachers were being categorized into subgroups, commitment was one which could have gone under Innate Traits or Individual Skills. It was grouped into the Relationship Based category because without a commitment to our students, there cannot be a relationship. "At the core of positive relationships is trust. Caring is the way that we generate the trust that builds relationships" (Hammond, 2015, p. 73). Speaking to the heart and to the mind are critical. Education is not solely content. The commitment required to provide a sound education goes beyond content. Commitment inevitably synergizes with emotional care. "We have to not only care *about* students in a general sense but also actively care *for* them in a physical and emotional sense" (Hammond, 2015, p. 73). Over time the importance of teacher student relationships has become more apparent.

Before the internet, teachers were the keepers of information. Now that students have access to all kinds of information, the role of teachers has shifted. Ironically, with the internet, social media, and all the other digital distractions of today, connecting as humans is something our students need to continue to learn. "In the factory model, relationship building is seen as a secondary issue related to classroom management more than to learning" (Hammond, 2015, p. 73). Science shows that learning occurs best when both the affective and cognitive domains of learning have been addressed. One is no longer considered secondary. Trusting relationships must develop first for learning to occur. "The neuroscience is clear on the connection between emotions, trust, and learning. Stress hormones from mistrust block cognition. Students respond to a teacher's focus on care by giving her permission to be tough and push them toward higher achievement" (Aguilar, 2015, p. 1).

Teachers must have heart. More than have heart, they must use it to drive their craft. It is not a new concept, but the science of today can now support its value. Neuroscience continues to support the studies of brain activities and chemicals that are associated with compassion, like oxytocin. Per Aguilar (2018):

> Scientists have started to map the biological basis of compassion, revealing its deep evolutionary purpose (Keltner, Marsh, & Smith, 2010). This research has shown that when we feel compassion, the regions of the brain linked to empathy, caregiving, and feelings of pleasure light up. (p. 202)

People often have varying definitions of compassion or are prevented from feeling compassion because of preconditioned societal and historical biases that exist and cannot be ignored. "Compassion: When you feel compassion, you are moved to take action to relieve someone else's suffering. You may have experienced this suffering through your empathy. Action

is what distinguishes compassion from empathy" (Aguilar, 2018, p. 199). Although schools have been including empathy in curricula for close to a decade, it is just the beginning of what students need to succeed. "When we exercise compassion for others, our heart softens, we strengthen relationships, our perspective broadens, and we see possibility. Just as we practice an instrument or hone a disposition such as optimism, we must cultivate and refine compassion" (Aguilar, 2018, p. 199). Providing opportunities to be intentionally compassionate in school would promote growth affectively while stimulating cognitive learning. Compassion is action driven by the feeling of empathy. Low-income, marginalized, urban, adolescents need action coupled with feeling to shift their mindset into believing in themselves to foster growth.

Developing a growth mindset or an academic mindset is a journey driven by belief. Believing in students and committing to relationships with them are the first steps to take in getting to know students. Exercising empathy and applying compassion can only happen when we communicate with one another. "Deep listening and loving speech. . .. If the students understand your suffering, they will not continue to make you suffer anymore. If we understand their suffering, we will know how to help them suffer less" (Nhat Hanh & Weare, 2017, p. xx-xxi).

Often teaching is referred to as a calling and not just a craft. From where does the innate drive to educate and inspire our youth come from? What humanitarian quality must someone have to believe in students, to be committed to their relationship and to engage in acts of compassion for them, driven by the empathy they feel for them? "There is a certain spiritual dimension we need to help us to transform and to begin to help the people around us . . . to transform. If we succeed in this practice, we become more pleasant and compassionate" (Nhat Hanh & Weare, 2017, p. xvii-xviii). When educators remember why they got into teaching, they

rarely claim the pay as the incentive. There is a higher purpose for many who accept their calling to rewrite how we educate our children for a better world. Fortunately, recent studies suggest that compassion and empathy can be improved with practice.

The brain is like a growing muscle that gets stronger with practice. Research supports the powerful and positive effects practicing mindfulness can have. "We now know that the structure and function of the brain is by no means fixed in childhood, and brains remain 'neuroplastic'— that is, changeable—throughout our lives" (Nhat Hanh & Weare, 2017, p. xii). Brain imaging and MRI studies continue to show how mindfulness meditation can consistently and drastically change the brain to operate more effectively when thinking and feeling. "Mindfulness meditation appears to reshape some vital neural pathways, increasing the density and complexity of connections in areas associated with cognitive abilities, such as attention, self-awareness, and introspection, and with emotional areas connected with kindness, compassion, and rationality" (Nhat Hanh & Weare, 2017, p. xii).

Teachers can transform our educational system from a selfish, data driven race to a collaborative and compassionate approach to problem-solving and critical-thinking. Educating ourselves and our students about the importance of the affective and cognitive domains of learning in recent neuroscience is integral to transforming our educational system. "Teachers who study mindfulness . . . They show an increase in kindness and compassion for themselves and for others, with greater empathy, tolerance, forgiveness, and patience, and less anger and hostility" (Nhat Hanh & Weare, 2017, p. xi).

Feelings of empathy can be found when we try to experience someone else's situation and feel their pain. "When you feel empathy, there's no distance between you and the other person as you sense her emotions and imagine what she is thinking and feeling" (Aguilar, 2018,

p. 199). Empathy is a feeling for others that comes more naturally for some than for others. Some people are focused on feelings more than others, but that does not mean that people cannot practice and improve their methods. Mindfulness can be taught to improve the mental, emotional, social, and physical health and well-being of young people. "These effects are particularly strong in reducing mental health problems, especially for children with more serious levels of difficulty. It increases the ability to manage emotions, and increases self-awareness, self-esteem, and empathy" (Nhat Hanh & Weare, 2017, pp. xi–xii).

Without empathy relationships cannot grow. Feelings must be exchanged, trust must be made, and belief in one another must exist for the relationships between teachers and students to grow. "Empathy is an emotional state essential to forming healthy relationships and communities" (Nhat Hanh & Weare, 2017, pp. xi–xii). One of the greatest challenges when addressing the affective domain of learning is assessing growth. "Perhaps it would be hard to measure with standardized assessments, but imagine what might be possible if we spent a year prioritizing, strategizing, and striving to build empathy in our schools" (Nhat Hanh & Weare, 2017, p. xi-xii). Once schools cultivated the power of feeling empathy for one another, real change agents in schools could put that empathy into action by engaging in acts of compassion for one another, their schools, their communities and our global communities. If our world leaders refuse to exercise empathy and compassion, and if our society continues to value money over humanity, what will the world our children's children inherit from us look like? While technology ravages through our homes, and poverty plagues our people, what will be the content of our children's character if we only acknowledge test scores as being measures of educational success?

Greeting students at the start of class pleasantly and positively is one building block of respect. Asking how students are doing and genuinely listening to their responses is a natural next step in the relationship building process. To build trust, ideas, and experiences, feelings need to be exchanged and valued. "Students will begin to feel cared for when they recognize and experience familiar forms of affection and nurturing . . . Listening communicates a sense of respect for and an interest in the student's contributions" (Hammond, 2015, p. 77). Respect can be a complicated and layered concept to understand. Respect can be observed in what people say and how people act.

Being respected and respecting others is critical for relationships. "Respect is measured by how we treat ourselves and others. Respect is the belief that we and our associates are able, valuable, and responsible, and should be treated accordingly" (Purkey & Siegel, 2013, p. 20). When we treat each other with respect, relationships build, and when respect increases, so does trust. An educator who considers the heart and mind together in the learning process "does what he can to help students create a sense of community in the classroom, to construct a place where they feel trusted and respected and empowered" (Kohn, 2006, p. 10).

Cultural differences need to be respected as well as the personal qualities that accompany each individual. "Central to respect is an appreciation for the unique complexity of each person—their strengths, experiences and opinions, and cultural perspectives" (Purkey & Siegel, 2013, p. 20). Culturally responsive teaching is critical for marginalized student populations to benefit from self-worth, curricular relevance, making connections, and genuinely valuing their cultural context within the larger society and the world. Students should feel respected by their teachers, their peers and the curriculum they are learning.

The instructional and inspirational classroom strategies used by the participants included activator cards, group problem-solving, small and whole group discussions, rewriting the Constitution for today, calculating the time to charge a cell phone, the writing process, and differentiated instruction. Other strategies like essential questions, text-based argumentative essay writing, students explaining their thinking, interpreting a text and determining a position also included the components and sometimes required independent engagement. All these strategies promoted critical and creative thinking while they encouraged connections to be made between real-world situations in student lives and the content. "We have to create school environments that welcome their natural ways of learning and shape content so that they see its connection to their lives and funds of knowledge" (Hammond, 2015, p. 152).

The collaboration component was not as obvious in some of these classroom strategies but could be modified to achieve a collaborative purpose. There was evidence of students working in pairs, small groups, large groups, and at times, independently. Teachers intentionally used collaborative strategies to deepen students' understanding of the text and challenge the thinking of their peers. Collaborative settings also promoted teamwork and encouraged the sharing of ideas and problem-solving strategies. Teachers who purposefully use collaboration can also consider affective learning objectives as students interact with one another and require positive and productive behaviors to maximize their learning experience.

Current scientific research connected to the Growth Mindset, Mindfulness, and the combined effects of the affective & cognitive domains of learning support the attributes and strategies of effective teachers deduced from the data gathered in this study (Wilson, 2018). This current cognitive science and the presentation of the data from this study show that attributes of effective teachers are Relationship Based, specifically their belief in students, commitment,

compassion, empathy, and respect. Additionally, the instructional and inspirational classroom strategies these effective teachers implemented included qualities that encourage making connections, fostering creativity, supporting collaboration, promoting critical thinking and understanding challenging content. These findings support the concept that learning occurs best when the student is simultaneously engaged, both affectively and cognitively, in the learning activities, which can be intentionally designed to reach this end. "A concern for cultivating the well-being and happiness of the whole person in education is not a modern invention—Aristotle is reputed to have said that 'Educating the mind without educating the heart is no education at all'" (Nhat Hanh & Weare, 2017, p. xxxvii).

Unfortunately, schools today are so data driven that emotions and feelings and rarely considered in the lessons. Schools themselves are graded based on quantitative data that measure content knowledge but rarely character growth. Our capitalist economy mirrors our psychology in school (Ripley, 2012). Students are often told that their grades are like their paycheck and that a higher education correlates to a greater income. When data and money are the focus, the ideology is diametrically opposed to compassion and collaboration. Empathy and creativity are thwarted "as schools are asked to focus on matters of the intellect and on chasing test results, often driven by an agenda of national economic growth and standing within a competitive global economy" (Nhat Hanh & Weare, 2017, p. xxxvii).

Fortunately, this cognitive focus on data is being coupled by an increased level of attention to and necessity for the affective domain of learning to be inspired throughout the learning process (Thagard, 2011). Teachers and educational leaders in this country and around the world are intentionally creating classroom environments and designing lesson plans with learning activities to, "foster the skills and states of mind that will help their students and

teachers develop as fully rounded human beings, in touch with their emotions, skilled at making relationships" (Nhat Hanh & Weare, 2017, p. xxxvii).

The results of the data analysis in this study support the growing trend for the intentional design of instructional and inspirational learning strategies that align to both the affective and cognitive domains in learning and are supported by teaching attributes that cultivate positive relationships between teachers and students. When a positive rapport between a teacher and a student exists, feelings associated with that relationship are vested into the learning. Activities that foster making connections, creativity, critical thinking, and collaboration in warm classroom environments engage learners and impact learning.

Limitations

The limitations of this study included the challenges presented by the time constraints that exist in a teacher's daily schedule. Each day is divided into teaching periods, free periods, professional periods and preparation periods. There is little downtime in a teacher's daily schedule, so the participants' willingness to share their time and experiences was generous and appreciated. Although the classroom observations did not require additional time from their day, the participants shared their lessons and their classroom community. This professional generosity is met with a profound level of gratitude. The findings from this research were only possible because of the participants' willingness to share their craft and their experiences for a greater, future good.

As there were only four participants in the study, the sample number was small, but the variations among the participants were great. The narrative inquiry, including interviews and classroom observations, retold their unique stories, which differed in years of teaching experience, age, gender, ethnicity, and subjects taught. The number of existing nuances that

could potentially influence a teacher's efficacy was many. The data went through an inductive analysis to identify the attributes as well as the instructional and inspirational strategies in the transcripts. The data transcripts were then uploaded to the software ATLAS.ti for a deeper analysis as the data were coded and categorized by the principal investigator. The attributes were first grouped into three larger categories and then reduced to subgroups within the larger groups.

Implication of the Results for Practice, Policy, and Theory

The implications of the results for practice, policy, and theory present a hopeful possibility of the transformation of our existing educational structures to those that promote original thinking and independent learners. Adopting an academic mindset is critical for students to achieve success. Learners who believe in their own success are far more likely to succeed than students who do not believe in their capacity for success. Their academic attitude determines the level of engagement and effort the student will invest in the learning process, and the level of success the student will achieve (Hammond, 2015). Developing an academic mindset will empower students with the resilience, confidence, and concern they will need to be successful when approaching and engaging in future learning activities and support them in becoming independent learners. Educating our students to become independent learners will allow them to face future challenges that our past has not yet prepared us for. The uncertain future that awaits us is inundated with technological advances that change the way we view ourselves, others, our communities, our schools, our society, and the world with the immediacy of a click of a button. Our students cannot afford to waste time waiting for the educational system that is currently shaping their experiences to determine their value or their greatness.

The simultaneous alignment to learning objectives in both the affective and cognitive learning domains was evident in the participants' lesson designs. "This is an art, and it's not

difficult. As a teacher, you can perform that miracle in just a few seconds, and you can make the students in your class happy" (Nhat Hanh & Weare, 2017, p. xx). Teachers can convey joy and happiness to their students with mindfulness and gratitude. Considering students' feelings in the learning process is an invaluable step in optimizing students' experiences in the learning process. In constructivist thinking, "a right-answer focus doesn't help children become good thinkers, also suggests that a right-behavior focus doesn't help children become good people" (Kohn, 2006, p. xv).

Recent studies in cognitive science support that the synergy of both the affective and cognitive learning domains results in effective learning (Thagard, 2011). The learning process starts with a mindset that encourages belief in one's capacity to achieve success. Despite historical and societal systems that have dampened the self-belief in our marginalized student populations, teachers maintain the position and the power to alter students' mindsets to ones that encourage growth in both the affective and cognitive domains of learning (Hammond, 2015).

Educators have been charged with the responsibility to promote a positive academic mindset in their students so they can be prepared to face the global tumult that awaits them. This learning process begins with effective teaching strategies where, "he models and explains and shows them he cares" (Kohn, 2006, p. 10). Educators have a responsibility to prepare students with skills that will help them collaborate with people from other countries. The way we view our global competition keeps us in competition with them (Ripley, 2012).

Imagine if we collaborated with countries who value education as a vehicle toward spreading compassion and problem-solving skills to our children so they may leave this world in a better state than we found it (Aguilar, 2015). We have paved a dark and bumpy educational

road for our students to navigate. Their path would be lit with uncertainties and inequalities that are systemic in our society and exhibited in our school systems (Hammond, 2015).

The hope and the dream would be for educators to empower our urban students with the belief that they can achieve greatness. Educators are charged with motivating our children to approach their future with an open mind, confidence, and resilience, despite what history, society, and perhaps their families and schools have told them. A teacher who considers the heart and the mind in the learning process, "works with them so they will become better problem-solvers and helps them see how their actions affect others" (Kohn, 2006, p. 10). Our educators have the power to be change agents in our educational system to transform what is currently a focus on data and student achievement to an educational system focused on compassion and optimizing the experiences our students have with the learning process.

Recommendation for Further Research

Recommendations for further research are for a more comprehensive understanding of how to train teachers to develop Relationship Based attributes in professional development seminars. Specifically, qualitative research through narrative inquiry with a different set of teacher variables, i.e. elementary vs. high school, urban vs. suburban. Implications of the results for practice include implementing schoolwide systems for learning strategies in the classroom that align to both affective and cognitive domains of learning. This practice could become a school-wide policy, as well as an instructional model for all. District-wide policy may include curricular revision for grades K–12 and beyond to include relationship/team building and address both affective and cognitive domains of learning.

Further research is recommended on how to build compassion in others to promote the synergy of affective and cognitive learning domains in learning activities and student-centered

learning environments. We need to understand how to equip our educators with the resources to build and maintain academic mindsets for themselves and their students to empower and educate our students into becoming independent learners and critical thinkers with, "activities that promote mindfulness and focused attention (like we do when we are reflecting on feedback or analyzing our assessment data) cause the brain to rewire itself and grow by generating more dendrites and laying down more myelin" (Hammond, 2015, p. 101).

The literature has suggested that mindfulness is an effective way to synergize the alignment of both the affective and cognitive domains of learning organically and, naturally. The impact of our affective domain of learning on our cognitive domain of learning is inextricably attached. "Time spent helping ourselves and our students to relate more effectively to our emotions is not a distraction from what some would see is the 'core business' of teaching and learning; it is in fact the vital foundation" (Nhat Hanh & Weare, 2017, p. 136). Further research is recommended on how to train our teachers in professional development to understand and apply strategies that support an academic mindset and align learning activities to both the affective and cognitive domains of learning simultaneously. "Stress, anger, anxiety, and other difficult mental states such as calm, joy, engagement, 'flow,' and feeling safe enable our minds and bodies to operate at an optimal level, in our work and in our learning'" (Nhat Hanh & Weare, 2017, p. 136).

Educators have the power to influence the thinking of their students as well as their colleagues. How we think about ourselves and each other is an important consideration when building relationships and sustaining them over time. Believing in our students and having high expectations for them helps to encourage effort and engagement in the classroom. Our attitudes towards our students will likely determine their behavior, depending on how they are perceived.

A positive and productive educator, "challenges himself and his colleagues to think twice before pigeonholing a particular student as a behavior problem or attributing sinister motives to children in general" (Kohn, 2006, p. 10). Generally, any educator who has taken the courses to become certified to teach, should enjoy and honor children. Teachers are in a unique position where their effectiveness is not based on content knowledge. Teaching effectiveness resides in the hearts and minds of our students through their learning experiences.

Conclusion

This study was designed to find answers to an ongoing issue plaguing urban adolescent high school students. Many high school students are disengaged from school because they are bored. Many teachers think this apathetic academic attitude is a result of laziness. Marginalized populations that have been systemically disenfranchised often lack the belief in themselves and their academic capacity to be successful. When teachers believe in students, they alter their students' fixed mindsets into growth mindsets where they believe in themselves, and then experience growth with actionable measures, hard work, and persistence. "We can create joy and happiness not only for ourselves, but also for other people. You remind others with your mindfulness—it can be contagious" (Nhat Hanh & Weare, 2017, p. xx).

The position teachers are in affords them the power to provide confidence and a renewed mindset to approach cognitive and affective domains of learning with a positive outlook and resilience. Teacher student relationships are the foundation for student success. The bonds they build support the development of an academic mindset to strengthen student autonomy and efficacy with belief, hard work and persistence to become independent learners. "The very act of reviewing and applying feedback stimulates the growth of neurons and dendrites in the brain.

This action grows more gray matter. More gray matter means more brainpower" (Hammond, 2015, p. 102).

The results of this study suggest that attributes of effective teachers are most significantly Relationship Based, 72%, and more specifically described as having belief in students, commitment, compassion, empathy, and respect. The inspirational and instructional strategies of effective teachers included learning activities that promoted critical and creative thinking, allowed students to make connections between their lives and the content, and fostered a collaborative learning environment. Students were encouraged to create new documents based on primary sources in social studies class. Students worked collaboratively to annotate and discuss Thomas Paine's "Common Sense" to make connections to their lives and create meaning from this piece of literature with critical thinking and questioning.

Students engaged in discussion about the connections that were made in their smaller groups and challenged the thinking of other students in the group. Through the teachers' careful and intentional lesson design, students were able to construct meaning from their learning activities by making real-world connections to the content. Students were accustomed to treating one another with respect and kindness, driven by a sense of collaboration and community. "My argument is that how students act in school is so bound up with what they are being asked to learn as to raise serious questions about whether classroom management can reasonably be treated as a separate field" (Kohn, 2006, p. xv). Attitudes toward one another had been established in respectful relationships, evident in how they treated one another and the respectful language that was used to communicate between the teacher and the students, as well as the communication between students.

Even in more independent learning activities like writing an essay, students were given a choice in establishing their position and they were able to select which pieces of textual evidence they would use to support their thinking. All students were engaged in the anchor text, *Lord of the Flies,* by William Golding, but their task was differentiated by the writing process. They would each go through the process independently, but still have an opportunity to share ideas with their peers and the teacher. Then the teacher spent time providing specific feedback to each student to further their writing in the process. She asked questions and challenged the students to push their thinking.

The simultaneous alignment to learning objectives in both the affective and cognitive learning domains was evident in the participants' lesson designs. "This is an art, and it's not difficult. As a teacher, you can perform that miracle in just a few seconds, and you can make the students in your class happy" (Nhat Hanh & Weare, 2017, p. xx). Teachers can convey joy and happiness to their students with mindfulness and gratitude. Considering students' feelings in the learning process is an invaluable step in optimizing students' experiences in the learning process. In constructivist thinking, "a right-answer focus doesn't help children become good thinkers, also suggests that a right-behavior focus doesn't help children become good people" (Kohn, 2006, p. xv).

To train our teachers to be effective in the classrooms, one must identify the attributes of effective teachers. The question that remains is how to transfer these effective attributes to other teachers during professional development seminars to replicate the success the teachers had with their own students. This narrative study portrayed a glimpse of what being a teacher means for four individuals in a vast system of educators and students. Each participant considered their students with great respect and high regard. They recognized the value in their relationships with

their students, and collectively presented 72% of their effective attributes to be Relationship Based.

Sharing inspirational and instructional strategies that self-identified effective teachers use that have led to student success in their classroom experiences, may not transfer in professional development seminars. There are so many variables that may compete with the specific strategy that the same approach may work well with one group of students, but not with another group of students. Effective teachers recognize the need to know their students. The artistic craft of teaching bridges the gaps between the standards and the curriculum, the students' abilities and attitudes, and the cultural context.

References

Abbate-Vaughn, J., Frechon, O., & Wright, B. L. (2010). Accomplished urban teaching. *Theory into Practice, 49*(3), 185–192.

Andrejevic, T. K., & Andrejevic, Z. (2011, June 24–25). *Understanding the Chinese mentality-some basic hints*. International Symposium Engineering Management & Competitiveness.

Arguedas, M., Daradoumis, T., & Xhafa, F. (2016). Analyzing how emotion awareness influences students' motivation, engagement, self-regulation and learning outcome. *Journal of Educational Technology & Society, 19*(2), 87–103.

Astuti, S. P. (2016). Exploring motivational strategies of successful teachers. *TEFLIN Journal, 27*(1), 1–22. doi:10.15639/teflinjournal.v27i1/1-22

Bartelheim, F. J., & Conn, D. R. (2014). Secondary pre-service teachers' perceptions of an ideal classroom environment. *Current Issues in Education, 17*(3). Retrieved from https://cie.asu.edu/ojs/index.php/cieatasu/article/view/1267

Blackwell, L. S., Trzesniewski, K. H., & Dweck, C. S. (2007). Implicit theories of intelligence predict achievement across an adolescent transition: A longitudinal study and an intervention. *Child Development, 78*, 246–263. doi:10.1111/j.1467-8624.2007.00995.x

Borgmann, A. (2007). *Real American ethics: Taking responsibility for our country*. Chicago, IL: University of Chicago Press.

Boykin, A. W., & Noguera, P. (2011). *Creating the opportunity to learning: Moving from research to practice to close the achievement gap*. Alexandria, VA: ASCD.

Brashears, K. (2006). I know this to be true...: Perceptions of teachers in one rural elementary school regarding writing scores. *Rural Educator*, *27*(2), 19–27.

Britt, J. (2013). *Teacher-student relationships and student achievement in grades six and seven mathematics.* (Doctoral dissertation). Retrieved from https://digitalcommons.liberty.edu/doctoral/706

Brooks, R., & Goldstein, S. (2008). The mindset of teachers capable of fostering resilience in students. *Canadian Journal of School Psychology, 23*(1), 114–126.

Brunetti, G. J. (2006). Resilience under fire: Perspectives on the work of experienced, inner city high school teachers in the United States. *Teaching & Teacher Education: An International Journal of Research and Studies, 22*(7), 812–825.

Creswell, J. W., & Poth, C. N. (2018). *Qualitative inquiry and research design: Choosing among five approaches.* Thousand Oaks, CA: Sage.

Dixson, D. D., Roberson, C. C. B., & Worrell, F. C. (2017). Psychosocial keys to African-American achievement? Examining the relationship between achievement and psychosocial variables in high achieving African-Americans. *Journal of Advanced Academics, 28*(2), 120–140.

Dress, A. (2012). Reimagining teacher development: Cultivating spirit. *Exchange: The Early Childhood Leaders' Magazine since 1978,* (203), 28–31.

Dweck, C. S. (2010). Even geniuses work hard. *Educational Leadership, 68*(1), 16–20.

Eryilmaz, A. (2014). Perceived personality traits and types of teachers and their relationship to the subjective well-being and academic achievements of adolescents. *Educational Sciences: Theory and Practice, 14*(6), 2049–2062.

Floyd, C. (1996). Achieving despite the odds: A study of resilience among a group of African-American high school seniors. *Journal of Negro Education, 65*(2), 181–189.

Gant, M. M. (2010). *Culturally relevant collective responsibility among teachers of African-American students in a high poverty elementary school*. Available from Social Science Premium Collection. (881473301; ED519912).

Hammer, S. (2015). Motivating students to learn. *British Journal of Educational Technology, 46*(1), E5-E6. doi:10.1111/bjet.12260_6

Hammond, Z. (2015). *Culturally responsive teaching and the brain: Promoting authentic engagement and rigor among culturally and linguistically diverse students*. New York, NY: Sage.

Hardimann, M., & Whitman, G. (2014). Assessment and the learning brain: What the research tells us. *Scholarly Journals, 73*(2), 36–41.

Hornstra, L., Mansfield, C., Van der Veen, Peetsma, T., & Volman, M. (2015). Motivational teacher strategies: The role of beliefs and contextual factors. *Learning Environments Research, 18*(3), 363–392. doi:10.1007/s10984-015-9189-y

Killion, J., & Hirsh, S. (2011). The elements of effective teaching: Professional learning moves vision, framework, and performance standards into action. *Journal of Staff Development, 32*(6), 10–12.

Koballa, T. (2016, December 22). *Framework for the affective domain in science education*. Retrieved from https://serc.carleton.edu/NAGTWorkshops/affective/framework.html

Kober, N., & Usher, A. (2013). Student motivation: an overlooked piece of school reform. *The Education Digest, 78*(5), 9–16.

Kohn, A. (2006). *Beyond discipline from compliance to community*. Alexandria, VA: Association for Supervision and Curriculum Development.

Kuczynski-Brown, A. (2012). New York class size: Nearly half of public schools have

    overcrowded classrooms, UFT says. *Huffpost Education.* Retrieved from

    http://www.huffingtonpost.com/2012/09/26/new-york-class-size-uft_n_1914357.html

Li, Y., & Bates, T. C. (2017, January 24). *Does mindset affect children's ability, school

    achievement, or response to challenge? Three failures to replicate*. Retrieved from

    osf.io/preprints/socarxiv/tsdwy

Louv, R. (2016). *Vitamin N: The essential guide to a nature-rich life*. Chapel Hill, NC:

    Algonquin Books of Chapel Hill.

Nhat Hanh, T., & Weare, K. (2017). *Happy teachers change the world*. Berkeley, CA: Parallax

    Press.

Patterson, J. H., Collins, L., & Abbott, G. (2004). A study of teacher resilience in urban schools.

    Journal of Instructional Psychology, 31(1), 3–11.

Richardson, R. C., & Arker, E. (2010). Personalities in the classroom: Making the most of them.

    Kappa Delta Pi Record, 46(2), 76–81.

Ripley, A. (2012, December). *Amanda Ripley: Ask the kids* [Video file]. Retrieved from

    https://www.youtube.com/watch?v=42hks_qvf0

Ripski, M. B., LoCasale-Crouch, J., & Decker, L. (2011). Pre-service teachers: Dispositional

    traits, emotional states, and quality of teacher-student interactions. *Teacher Education

    Quarterly, 38*(2), 77–96.

Scahs, S. K. (2004). Evaluation of teacher attributes as predictors of success in urban schools.

    Journal of Teacher Education, 55(2), 177–187.

Schmidt, J. A., Shumow, L., & Kackar-Cam, H. (2015). Exploring teacher effects for mindset

    intervention outcomes in seventh-grade science classes. *Middle Grades Research*

    Journal, 10(2), 17–32.

Shipp, J. (2016, May 20). *Professional development speakers for teachers: One caring adult.*

    [Video file]. Retrieved from https://www.youtube.com/watch?v=OfWWWsrlGvs

Smokowski, P. R., Reynolds, A. J., & Bezruczko, N. (1999). Resilience and protective factors in

    adolescence: An autobiographical perspective from disadvantaged youth. *Journal of*

    School Psychology, 37(4), 425–448.

Thagard, P. (2011, December 20). *What's new in cognitive science? Four major trends in*

    cognitive science. Retrieved from https://www.psychologytoday.com/us/blog/hot-

    thought/201112/what-s-new-in-cognitive-science

Wiesman, J. (2012). Student motivation and the alignment of teacher beliefs. *The Clearing*

    House, 85(3), 102–108.

Wiggins, G. P., & McTighe, J. (2005). *Understanding by design.* Alexandria, VA: Association for

    Supervisors and Curriculum Development.

Wilson, L. O. (2018). *Three domains of learning: Cognitive, affective, psychomotor.* Retrieved

    from https://thesecondprinciple.com/instructional-design/threedomainsoflearning/

Yeager, D. S., & Dweck, C. S. (2012). Mindsets that promote resilience: When students believe

    that personal characteristics can be developed. *Educational Psychologist, 47*(4), 302–314.

Appendix A: Interview Questions

Interview Questions:

1. How long have you been teaching and what is your level of education?

2. Where have you taught and what subject(s)/grade levels have you taught?

3. Describe the demographics of the students you have taught.

4. How would you describe your own demography?

5. Which attributes do you have that make you an effective teacher?

6. How do you know these attributes have contributed to student success?

7. Which attributes do effective teachers have that you are lacking or would like to develop?

8. Describe your lesson design process and how it contributes to student success.

9. How do you incorporate motivational strategies when designing your learning activities?

10. Tell me about your students.

11. How do you believe teacher-student relationships impact student success?

12. How do you hope to influence student thinking?

13. Which instructional and inspirational strategies would you share at professional development?

14. What are the most critical instructional and inspirational attributes needed by effective teachers to promote student success?

15. Describe an experience when you observed student success in the classroom (performance, engagement, behavioral) as a result of your teaching attributes. What were the specific attributes and how did they impact student success?

16. Do you believe the teaching success you have had can be transferred to other teachers? How would you transfer the knowledge and capacity for effective teaching strategies to other teachers at professional development seminars?

Appendix B: Participant Recruitment Poster

Do you have teaching attributes that lead to student success?

Do your instructional learning strategies inspire students to do their best and engage in classroom activities?

Are you willing to share what works in your classroom with other teachers to benefit our students?

I am looking for Effective Teacher volunteers to participate in research aimed to improve student success in our urban high school classrooms.

Through an interview and a 15-minute snapshot classroom observation, attributes of effective teaching will be identified and analyzed using the narrative research method of qualitative inquiry that will provide an opportunity for an in depth look at how experience and cultural context contribute to teacher efficacy.

Text Michele Charles [redacted]
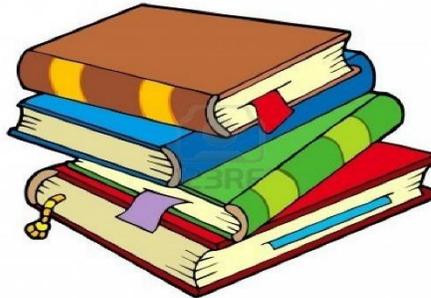
Appendix C: Statement of Original Work

The Concordia University Doctorate of Education Program is a collaborative community of scholar-practitioners, who seek to transform society by pursuing ethically-informed, rigorously-researched, inquiry-based projects that benefit professional, institutional, and local educational contexts. Each member of the community affirms throughout their program of study, adherence to the principles and standards outlined in the Concordia University Academic Integrity Policy. This policy states the following:

Statement of academic integrity.

> As a member of the Concordia University community, I will neither engage in fraudulent or unauthorized behaviors in the presentation and completion of my work, nor will I provide unauthorized assistance to others.

Explanations:

What does "fraudulent" mean?

"Fraudulent" work is any material submitted for evaluation that is falsely or improperly presented as one's own. This includes, but is not limited to texts, graphics and other multi-media files appropriated from any source, including another individual, that are intentionally presented as all or part of a candidate's final work without full and complete documentation.

What is "unauthorized" assistance?

"Unauthorized assistance" refers to any support candidates solicit in the completion of their work, that has not been either explicitly specified as appropriate by the instructor, or any assistance that is understood in the class context as inappropriate. This can include, but is not limited to:

- Use of unauthorized notes or another's work during an online text
- Use of unauthorized notes or personal assistance in an online exam setting
- Inappropriate collaboration in preparation and/or completion of a project
- Unauthorized solicitation of professional resources for the completion of the work.

Statement of Original Work (Continued)

I attest that:

1. I have read, understood, and complied with all aspects of the Concordia University-Portland Academic Integrity Policy during the development and writing of this dissertation.

2. Where information and/or materials from outside sources has been used in the production of this dissertation, all information and/or materials from outside sources has been properly referenced and all permission required for use of the information and/or materials have been obtained, in accordance with research standards outlined in the *Publication Manual of the American Psychological Association.*

Michele Charles

_____

Digital Signature

Michele Charles

_____

Name (Typed)

July 23, 2019

_____

Date