6-19-2008

Connecting with diverse students through dialogue journals

Jacqueline G. Mikkelson
Rowan University

Recommended Citation

Mikkelson, Jacqueline G., "Connecting with diverse students through dialogue journals" (2008). *Theses and Dissertations*. 734.
https://rdw.rowan.edu/etd/734

CONNECTING WITH DIVERSE STUDENTS

THROUGH DIALOGUE JOURNALS

by
Jacqueline G. Mikkelson

An Action Research Thesis

Submitted in partial fulfillment of the requirements of the
Master of Science in Teaching Degree
of
The Graduate School
at
Rowan University
June 19, 2008

Approved by _____
Dr. Beth A. Wassell

Date Approved _____
June 19, 2008

ABSTRACT

Jacqueline G. Mikkelson
CONNECTING WITH DIVERSE STUDENTS THROUGH DIALOGUE JOURNALS
2008
Dr. Beth Wassell
Master of Science in Teaching: Elementary Education

The purpose of this explorative study was to determine how a White, female, beginning teacher could attempt to build relationships with African American and Hispanic students in a third grade classroom. There were 5 participants: 3 female and 2 male, all of whom were from working class African American or Hispanic families. I implemented dialogue journals into my lessons so that my students and I could learn personal attributes of one another. I retained 8 dialogue journal conversations from all 5 students. Upon completion of dialogue journal implementation, students completed a written self-evaluation survey with open-ended questions pertaining to their thoughts on participating in dialogue journal conversations with me, which I also retained. Throughout the four-week duration of the study, I took field notes on students' behaviors and interactions with me. I used field notes, dialogue journal conversations, and students' self-evaluation surveys as data sources, all of which were triangulated during the qualitative analysis. All participants of the study exhibited observable behaviors and written content that indicated that students progressively became comfortable with me, which suggests that I was able to develop positive relationships with my students through our dialogue journal conversations.

ACKNOWLEDGEMENTS

TABLE OF CONTENTS

Introduction

In response to whether or not he liked doing dialogue journals, Jimmy[1] wrote,

"Yes, I did. I really want to do more please. I love your messages. They are so funny.

They make me laugh. I hope we do more" (Journal entry #8, 4/24/08). My awareness of

Jimmy's upbeat opinion on dialogue journals reveals that I have successfully connected

to a student of color while student teaching in my third grade classroom. In this paper, I

discuss the methods by which I built relationships with African American and Hispanic

students through individual dialogue journal conversations.

Teachers must establish and continually develop positive relationships with their

students. In doing so, teachers have greater potential to successfully communicate skills

and knowledge to students, as well as intensify the level students' trust in them. Tiberius

(n.d) argues that "teaching simply cannot happen without teachers entering into relation

with their students," and that "the teacher's success in facilitating learning is directly

related to the quality of that relationship" (¶ 2). If students feel disconnected to a teacher,

the likelihood that they will learn and retain skills and knowledge is unconvincing. It is

essential that teachers take full advantage of their role in the classroom community by

trying various activities with their students and determining which of those activities

would be most successful in fostering healthy relationships with their particular students.

It is not until positive student-teacher relationships exist within a class room that students

are able to learn to the best of their abilities.

I conducted this study because of my desire to build positive relationships with

my students. I wanted students to achieve a level of comfort with me that would allow

them to view me as a human being first, and a teacher second, with the hope that they

---

[1] Pseudonyms are used for all student names in this paper.

would diminish any feelings of apprehension when asking me questions, participating in class, and sharing concerns privately. In order to accomplish this goal, I introduced students to written dialogue journal conversations, which have the potential to cultivate positive student-teacher relationships. Each written conversation between a student and the teacher are confidential, which grants the student and the teacher the freedom to interact on a personal level and encourages the student to become more comfortable with the teacher.

Statement of the Problem

As a White, female teacher of African American and Hispanic third grade students, I am eager to discover ways to build positive relationships with them. Not only do I need to support my students, I must connect to them in ways that are personally meaningful to them (Bondy, Ross, & Gallingane, 2007). Because of my demographic and cultural characteristics, the people I am closest with have socialized me to speak calmly and to be somewhat faint-hearted. Thus, African American children may not believe that I have any authority (Bondy et. al, 2007). Such a misunderstanding might indicate a heavy misperception between the students and myself. Both African American and Hispanic students possess cultures that differ from mine, which means they may also have views that differ from my own. Consequently, I must search beyond the views that my family and friends have socialized me to develop and strive to grasp a profound understanding of my students (Ryan, 2006). Ann Marie Ryan (2006) cited Haberman (1995) to enhance her argument that "effective teachers of students in poverty believe that regardless of the life conditions that their students face, they as teachers bear the

primary responsibility for sparking their students' desire to learn" (¶19). Amidst the cultivation of my role as a teacher, it is mandatory that I seek ways to get to know my students. Doing so will enable me to interest students in content by creating activities and lessons that they find meaningful and enjoyable. Throughout my action research, I will implement strategies I address throughout the literature review with the expectation that I will build relationships with my students.

As a teacher of students who come from poverty, I am primarily responsible for looking beyond my students' life conditions. If I can be successful in carrying out this responsibility, I will be an effective teacher who can ignite students' desire to learn. Throughout their school experiences, African American and Hispanic students often encounter the effects of negative stereotypes (Zirkel, 2005). They struggle to feel comfortable and maintain strong identities in school because they may be trying to conform to the behaviors that White teachers believe they should display. As students encounter such hardships, they are less likely to feel welcome and comfortable within their school environments. As a result, their entire school experience may suffer. Teachers must try anything within their power to know and understand their students. If teachers do so successfully, their students will naturally become more comfortable and content at school. Teachers have direct contact with current youth and must focus their practice on improving their students' perspectives. Having studied sociology and anthropology during my undergraduate studies, I have the background knowledge to support my action research project.

Critical Question

I will frame my inquiry in this action research project by focusing upon the following central question:

How can I, as a beginning teacher, attempt to build relationships with my

African American and Hispanic students?

The following sub-question will also enable me to explore the relationships between my

students and me:

How does students' participation in dialogue journals impact my ability to build

positive student-teacher relationships?

Review of Relevant Literature

Teachers must establish and continually develop positive relationships with their students. In doing so, teachers have greater potential to successfully communicate skills and knowledge to students, as well as intensify the level students' trust in them. If students do not trust their teachers, they will be less motivated to listen to the teacher and enjoy their experiences in the classroom.

Genuine teachers communicate that their students should view them primarily as human beings, as opposed to teachers (Deiro, 2005). This encourages students to perceive teachers as relatable and approachable. If teachers act genuinely, students may be more likely to reciprocate with genuineness. Consequently, there becomes an increased probability that teachers and students will build connections between one another. If teachers create genuine connections to their students, they produce a greater level of understanding, which is beneficial to students' school experiences (Tiberius, n.d.)

To further the level that students feel comfortable and appreciated within the classroom, teachers must implement lessons that are relevant to students' lives and cultures. Teachers must take note of and be responsive to students' interests, cultures, and individuality in order to create a classroom climate to which students can relate. This is a potential challenge for me. Therefore, I must familiarize myself with my students' cultures and interests so that I may incorporate them into lessons and activities.

The Impact of Racial Stigma on the School Experience

Even though over fifty years have passed since the Supreme Court outlawed racial segregation in schools, students of color, as well as Hispanic students, are aware of and affected by racial stigma (Zirkel, 2005). Zirkel (2005) claimed that "stigmatized individuals are certainly aware of the negative stereotypes held about them and employ active processes to cope with them" (p. 109). She added that students' recognition of the existence negative stereotypes affects how these students view the world and sensitizes them to "race-based rejection" (p. 109). Ryan (2006) provided an example of how stigma-laden beliefs held by pre-service teachers may impede students' learning experiences:

> These myths held by teacher candidates include believing that poor African
> American students fail because their parents do not care about their education;
> that they are unmotivated and uncooperative; and that they have grown up with

few literacy experiences (Bondy & Ross, 1998, pp. 243-246). These notions, derived from social stereotypes of African Americans and low-income families, perpetuate low

teacher expectations and intensity an already disturbing picture of over-representation in special education and low student achievement in general education settings. (¶ 5). Since many Hispanic students come from backgrounds and settings similar to African American students, they also suffer the effects of negative stereotypes. Additionally, they struggle to feel comfortable and maintain strong identities in school because they may be trying to conform to the behaviors that White teachers believe they should display. As students encounter such hardships, they are less likely to feel welcome and comfortable within their school environments. As a result, their entire school experience may suffer. Zirkel (2005) determined that when students of color feel accepted in school by teachers and peers, they are more likely "to perceive opportunities for the future," and "their motivation and performance in school improves" (p. 111). In the following sections, I address how positive student-teacher relationships bolster students' experiences in school, as well as how teachers can attempt to build such relationships.

The Necessity of Positive Student-Teacher Relationships

Teachers must try anything within their power to know and understand their students. If teachers do so successfully, their students will naturally become more comfortable and content at school. Noddings (2005) discussed the impersonal spirit that exists within many schools today, particularly the strict rules and regulations and security guards throughout the hallways. She compared this spirit to that of schools in years past: "When my husband and I were in school, we knew our teachers cared…Most of our teachers were not very good at the subjects they taught, but they knew us, talked with us, encouraged us…School was a second home for me" (Noddings, 2005, p. 2). The change

society has undergone in the last 20 or so years has yielded inevitable differences within many schools. Noddings (2005) added that rather than redesigning the curriculum or revamping styles of classroom management, teachers need to respond to students' multiple levels, interests, and identities. Decker, Dona, and Christenson (2007) reiterated this theme throughout their study of behaviorally at-risk, African American students: "As teacher-reports of student-teacher relationship quality increased, there were also increases in positive social, behavioral, and engagement outcomes for students. Similarly, as student-reports of student-teacher relationships quality increased, there were increases in positive behavioral, engagement, and academic outcomes" (p. 83). As a beginning teacher, I am extremely eager to imitate such constructive findings within my own classroom.

The Teacher as a Catalyst

Because of their position in schools as mentors, teachers have the opportunity to positively shape the condition of society. Teachers have direct contact with current youth and must focus their practice on improving their students' perspectives. Deiro (2005) defined the principal component of an influential relationship as "intended change, growth or learning. The primary interest of the change agent (e.g., a teacher or doctor) in an influential relationship is the modification of the situation, behaviors, and attitudes of the change target (e.g., a student or patient)" (p. 10). I can apply similar goals to my current classroom setting. I will concentrate upon the following qualities and courses of action that I feel may contribute to positive change regarding my students.

Genuineness. According to Deiro (2005), genuine teachers communicate that their students should view them "first as human beings and second as teachers" (p. 66). If

teachers act genuinely, students may be more likely to reciprocate with genuineness.

Consequently, there becomes an increased probability that teachers and students will

build connections between one another. One way for a teacher to provide a definitive

means of communication with each student is through dialogue journals (Staton, 1987).

In this case, students write responses to a journal prompt that is relevant to their culture

and what they have been learning in the classroom. Teachers collect the journals and

write back to each student's response, creating a written dialogue. If teachers try to

create such genuine connections to their students, they produce a greater level of

understanding, which is beneficial to students' school experiences. Tiberius (n.d.) agreed

that genuine connections are valuable: "Within such relationships, learners are willing to

disclose their lack of understanding, rather than hide them from their teachers; learners

are more attentive, ask more questions, are more actively engaged" (¶ 7). These

behaviors indicate the existence of student comfort within a classroom, which is pertinent

to students' enhancement of their academic outcomes and general perspectives.

    Culturally Relevant Pedagogy. To further the level that students feel comfortable

and appreciated within the classroom, teachers must implement lessons that are relevant

to students' lives and cultures. Delpit (2006) indicated that, "children of color value the

social aspects of an environment to a greater extent than 'mainstream' children, and tend

to put an emphasis on feelings, acceptance, and emotional closeness" (p. 140). Teachers

must take note of and be responsive to students' interests, cultures, and individuality in

order to create a classroom climate to which students can relate. This teacher

responsiveness allows students to feel "respected and celebrated both as individuals and

as members of a specific culture. Students can experiment with new behaviors for social

change with encouragement and support while critically examining society" (Deiro, 2005, p. 52). In turn, students are able to enhance their level of engagement in lessons, which increases the probability that they will come to school more often and improve test scores (Klem, 2004).

Self-evaluation. It is extremely important that teachers seek direct feedback from students and adapt their teaching techniques accordingly. Teachers can obtain the necessary communication for doing so through students' self-evaluations. The information that teachers gain through dialogue with a student allows them to better understand the student's "main themes, tensions, provocations, and beliefs" (Raider-Roth, 2005, p. 595). Raider-Roth (2005) employed self-evaluation in an attempt to grasp a student's feelings on what it meant for him to ask for a teacher's help. The student explained that he valued the privacy of the dialogue "because it is a vehicle for asking his teachers for help in a way that is safe and that does not risk public embarrassment. Such safety is a central feature of trusting his teachers" (Raider-Roth, 2005, p. 596). Furthermore, Noddings (2005) believes that self-evaluation may encourage students to take better care of themselves, others, and the planet. The process may make them more aware of their own and others' behavior and motivate them to value feelings and life in general. I believe that students and teachers are destined to stimulate positively the school experience.

Teachers must take advantage of their position to catalyze positive change in their students' behaviors, attitudes, and academic outcomes. If they can achieve this, students are likely to transport their brightened outlooks to life outside of school and improve many facets of society. It is necessary that teachers communicate genuineness and caring

characteristics to their students, as well as be responsive to students' interests and cultures through the implementation of culturally relevant pedagogy and student self-evaluation. Decker et al. (2007) believe that positive student-teacher relationships, particularly with at-risk students of color, "may be a protective factor in preventing" hasty or incorrect "referral to special education" (p. 84). Teachers must encourage students to embrace their cultures, abilities, and uniqueness by executing pedagogy to which students can relate culturally. White teachers must be responsive to diverse students' needs. In order to be successful, teaching requires both teachers and students to reflect upon the activities and discussions that take place in the classroom.

Methodology

Integrated Action

In my action research project, I implemented activities that I feel have the potential to build positive relationships between my students and me. I felt that if students did writing assignments regarding their personal interests, abilities, and feelings, they would grow to become more comfortable with me. As their participation in such writing assignments progressed, I hoped that my students would desire to get to know me as a person and view me as a confidant.

I began by introducing the students to morning meeting messages, which are intended to greet and welcome students as they arrive at school in the morning, reinforce literacy and math skills, and promote a feeling of community in the classroom (Fisher, Henry & Porter, 2006). I have chosen this strategy because it brings students together as a classroom community as soon as they enter the room in the morning and reinforces

recently covered content on a daily basis. Furthermore, I altered the meeting prompts to not only incorporate what students have been learning in the classroom but to allow students to include elements of their identities (interests, personalities, culture).

A second activity I implemented is the use of dialogue journals, a bound composition book in which "each student carries on a private written conversation with the teacher for an extended period of time" (Staton, 1987, p.1). Students write informally about topics chosen by the teacher. The students and teacher are usually mutually interested each topic so that each individual is excited to share his or her thoughts (Staton, 1987). In order to introduce the idea of dialogue journals to my students, I read a book called *Sahara Special*. This is a story about a girl, Sahara, who is in her second year of fourth grade. However, she has a brand new teacher, who gets to know students through dialogue journals and does not label Sahara as a special needs student. As my students began to understand the purpose of dialogue journals, I provided them with prompts that are relevant to their lives and to what they had been learning in the classroom. I read each student's journal entry and wrote a response, with the hope that students would perceive me as person, not just a teacher.

Students participated in a third activity of self-evaluations. I created a survey for students to complete that gave them an opportunity to reflect upon the above activities (See Appendix B). Students' responses to the questions on the survey allowed further understand their thoughts on participating in morning meeting message discussions and writing journal responses to dialogue prompts.

Upon completion of these integrated activities, I decided not to analyze the data regarding morning meeting message responses and discussions. I felt that students'

dialogue journal responses provided me with a greater opportunity to understand my students on a personal level. As a student teacher with limited time to get to know my students, my decision to use dialogue journals seemed to bypass many hurdles by allowing students to write about themselves. Although students wrote morning meeting message responses as well, these responses were more content-related and less personal. Additionally, I did not write back to these responses. I hoped that my written conversations with students were an essential ingredient to the creation of positive student-teacher relationships.

The Community

The school is located in a small suburban community of 13,500 people. Even though the town is considered technically to be a suburb, it embodies urban characteristics because it is located near Camden, NJ, which is a medium-sized city. The inhabitants of the town encounter many challenges that potentially hinder their quality of everyday life. Twenty-seven percent of the community's population (of those age 25 and over) has a college degree. The median household income is $41,019, which is not ample enough to support families that contain foster children and stepchildren in addition to biological children, which is often the case in this community (Public School Review LLC, 2008).

The Classroom

My action research project was conducted in a third grade classroom at an elementary school that contains 500 students in grades pre-kindergarten through eighth

grade. Students' ethnicities in the school are primarily African American and Hispanic, with only 12% being White. Forty-three students have Limited English Proficiency. Over half (57%) of the student body qualifies for free lunch, and 13% received a reduced-price lunch (Public School Review LLC, 2008). However, the majority of the faculty is comprised of middle class, White women who know a culture very different from that of the students. Since I am a young, female of the upper middle class, I felt that it may be challenging to connect with a classroom of 17 African American and Hispanic students of the working class.

The Participants

I chose 5 students to include in my study, and I obtained the appropriate permission from them (See Appendix C). There are 3 females and 2 males, all of who are African American or Hispanic. Through my initial observations of these students, they appeared as though they might benefit from my development of a relationship with them. The first female, Nayla, is a beautiful second-year third grade student who likes going to the movies and going shopping. She lives with her brother, sister, cousin, aunt, uncle, mom, and dad. I felt that Nayla would benefit from our relationship because of the large size of her household. Living in a house with 7 other people, Nayla may have difficulty getting the amount of attention she wants or needs.

The second female, Marjorie, has a great sense of humor and enjoys riding her bike and watching television. I chose her because she revealed to me that her parents were getting a divorce and blaming the divorce on her. I wanted her to know that I was there for her if she needed someone to talk to when she was feeling down.

The third female, Carla, is a very bright and hardworking student who enjoys sports. However, she is extremely quiet and shy. I wanted to try to make her feel comfortable with me so that she would be more likely to talk to me. I wanted to help her understand how amazing she is.

The first male, Jimmy, is also very quiet and shy. He is passionate about video games. While observing his behaviors, I sensed that he wanted to speak out more in class but was afraid that he would have the wrong answers. I sought to spotlight his abilities and increase his confidence so that he felt more comfortable participation in class discussions.

The final participant, Joshua, is a male with natural intellectual abilities. He is a fluent reader with sharp comprehension skills and usually achieves one of the top scores on math assignments. Outside of school, he focuses on playing baseball. I chose to work with him because I observed that he does better and more thorough work if I encourage and push him. My goal was for him to grow to push himself automatically.

While writing about these students' behaviors in my personal journal, I deduced that these students most likely yearned for positive adult interaction and attention. The females began to come up to me more often to ask me questions or talk about their lives. Carla, Jimmy, and Joshua raised their hands to show me work they completed. Because it appeared as though I was connecting with all of the students, I became interested in revealing differences of data between females and males.

The Action Research Process

In order to become actively engaged with my students and maximize the potential that I may develop a genuine, trusting relationship with each individual, I utilized the

system of action research. Kalmbach, Phillips, and Carr (2006) summarized the action research to be "a systematic or organized approach" that teachers use in order to solve a specific problem in their classrooms (p. 15). Moreover, teachers must directly interact with students throughout their applications of organized problem-solving techniques (KalmBach, Phillips & Carr, 2006). Regarding the context of my particular classroom, I directly interacted with students through written conversations we held together through their dialogue journals. Because of this active engagement with my students, I was able to continuously analyze and reflect on all conversations. When I paired the action research process with teaching, I learned not only how to become a more effective teacher, but also the methods by which I should attempt to build relationships with my students. As Deiro (2005) mentioned, genuine teachers communicate that their students should view them "first as human beings and second as teachers" (p. 66). I acted genuinely, and students reciprocated with genuineness. As a human being and a teacher simultaneously, I connected with my students by conversing with them through dialogue journals.

Data and Documents Collected

I used three types of data collection: observation, interview, and artifacts. Observations were a key component of my determining which behaviors I found relevant to my action research. Since each student is unique from the others, informal interviews allowed me to get to know personal attributes of each student and decide what I might write to them in an attempt build a relationship. Collecting artifacts allowed me to document the progression of my relationships with the students.

Observations. Throughout the four weeks in which I conducted my research, I wrote field notes about each student's relevant behaviors as I observed them. I focused on the type of dialogue each student developed with me. As a participant observer, I was unable to simply sit and take notes, so I wrote the notes as soon as I got a break from teaching. Upon completion of the study, I had generated 9 pages of field notes. Additionally, at the end of each school day, I reflected upon students' behaviors in a personal journal. Doing so aided me in deciphering the implications of students' actions.

Interviews. I sometimes engaged in very casual dialogue with each student about anything they wanted to talk about (what they did on the weekend, personal interests, events they were excited about, etc). I wrote notes about the conversations as soon as I had a chance to return to my desk. Even though these conversations were extremely informal, students' dialogue with me was the focus of my field notes, as dialogue is an indicator of a developing relationship. At the end of four weeks, I gave each student a self-evaluation survey with five open-ended questions about the work they had done with dialogue journals (See Appendix B).

Artifacts. I photocopied all 8 dialogue journal conversations I held with each student over a four-week period. Students' entries were generally about half of a page long, with my response taking up the second half. I also retained students' responses to the self-evaluation surveys. I organized all documents into a binder so that I could access them easily.

Data Analysis

As I analyzed the data, I focused on behaviors and indications I believe to be important elements to a healthy relationship. I describe each element specifically below.

Observations. As I read my observations of students' behaviors, I asked myself key questions regarding the development of a positive student-teacher relationship (Mills, 2007). For example:

- Which behaviors reveal that I may be developing positive relationships with my students?

- Does each student exhibit similar behaviors regarding the development of a student-teacher relationship? Different behaviors? If different, how so?

These questioned aided me in recognizing behaviors that I feel are important to the development and maintenance of a positive relationship between a teacher and students.

Dialogue Journal Responses. While reading each student's dialogue journal responses, I listed themes upon which students seemed to focus (Mills, 2007). Then, I determined if and/or how these themes indicated that students were building relationships with me. I looked for the following themes and indications in students' responses:

1. The student answered a question I included in one of my previous written responses.

    - This means that a student looked through his/her journal to read my response. He or she read my responses thoroughly and were most likely excited about or interested in what I had to say.

2. The student told me about his or her abilities.

- This implies that the student is proud of his or her abilities. The student may want me to know what he or she can do.

3. The student told me about specific instances in his or her life.

   - This implies that the student may be becoming more comfortable with me and wants me to know something personal.

4. The student asks me a question in his or her response.

   - This may indicate that the student is interested in talking with me. The student wants to continue the development of our relationship.

5. The student mentions instances in *Sahara Special* where the teacher was kind to a student and describes instances about caring.

   - This implies that the student was listening to and interested in the story. It also indicates that the student may wish to be treated in the same way.

6. In his or her journal entry, the student refers back to a response I had written.

   - This indicates that my response was most likely memorable to the student and that conversing through dialogue journals may have had a positive impact on the development of my relationship with the student.

Student Self-Evaluations. I coded students' responses to the survey questions as positive, neutral, or negative (Mills, 2007). Positive responses included words such as liked, good, and helped. I also coded responses as positive if the student mentioned that I was a nice teacher, that we got to know one another better through dialogue journals, or that he or she wished we could do more dialogue journaling. In neutral responses, students used the phrase "I don't know." If students wrote that they did not like writing

or did not think that doing dialogue journals helped them build a better relationship with me, I coded these responses as negative.

Regarding my analysis of all three types of the data, I entered the number of instances I encountered a specific themes or codes into a *Microsoft® Excel* spreadsheet (See Appendix D). I organized the data from each of the three collection methods differently. For observations, I listed the students' names on the left and recorded the behaviors I observed to the right of their names. While recording themes throughout dialogue journal entries, I listed the students' names on the left and a title for each theme at the top. In the students' rows, I recorded the number of times their journal entries revealed evidence of each theme. To organize data from self-evaluations, I again listed the students' names on the left, but had three titles at the top: Positive, Neutral, and Negative. Next to students' names and under the appropriate title, I recorded the number of times the student wrote each of the three types of responses. These recording methods allowed me to visualize the extent to which my integrated activities may have expanded the student-teacher relationship. Initial findings indicate that the activities I implemented fostered advancement in the student-teacher relationship.

The following are some emergent findings that indicate that students became comfortable with me and sought to develop relationships with me. Regarding dialogue journals, all students wrote about specific instances in their lives, even though this was not required. Also, all students mentioned abilities of which they were proud. On the self-evaluation surveys, two students had positive responses to all five questions. Two key observations I made was that one student told me I was her favorite teacher, and

19

students' behaviors indicated that they looked forward to my responses each week. I will discuss the data in greater depth in the Findings section.

Trustworthiness

 Trustworthiness. To ensure that my analysis and interpretation is trustworthy, I have exercised the concept of triangulation. I drew data from three different sources: observation, interview, and artifacts (dialogue journal conversations and self-evaluation surveys). Furthermore, I remained open to ideas I read from numerous perspectives in relevant literature, which enabled me to add various ideas to my belief system on effective teaching and how to build positive relationships. I adapted this believe system so that I could apply it in the context of my classroom by meeting the relationship needs of my students.

 Another way I ensured trustworthiness was by contemplating and establishing my relationship to the study amidst the cultural and social context in which I conducted the study. I understand that I am a student teacher who had limited time to get to know my students and develop relationships with them. Moreover, the students had already been familiar with the classroom context, such as routines and ambiance, prior to my introduction. They may or may not have encountered difficulty transitioning to becoming students in a classroom with a new teacher.

Confirmability

 Bias. I am aware that I have developed my own beliefs and values throughout my life that I most likely carried with me into the classroom. I made an effort to conduct this

research free from bias and remaining open to the belief systems I encountered in literature and while in the classroom. However, in this self-study, my initial belief system will definitely color my data interpretations.

Each teacher has a different belief system concerning a positive student-teacher relationship. Educators may need to adapt my design to fit their own pedagogical beliefs and the context in which they teach.

Limitations. I believe that my research may have been more thorough had I been the real classroom teacher, rather than a temporary student teacher. As a real classroom teacher, I would have had an entire school year to collect, analyze, and interpret data. Also, since I would have had a longer length of time to spend with my students, I may have been able to build even better relationships with them. Lastly, as a real classroom teacher, I would not have felt like a guest in another teacher's classroom. In this case, I may have been able to integrate different and/or more activities to increase the depth of the student-teacher relationships I developed with my students over a four-week study. For example, in the comfort and privacy of my own classroom, I would have felt more at ease integrating formal one-on-one student self-evaluation interviews, rather than having my students fill out a written survey.

All teachers who wish to implement relationship-building activities similar to those I used throughout my study will have to modify the activities to accommodate the needs of their particular group of students. Thus, the context in which I conducted my study no doubt influenced my decision to choose to focus on the student-teacher relationship.

While I believe that students of all socioeconomic statuses would benefit from participating in dialogue journals, teachers of students with higher socioeconomic statuses should contemplate if they could improve their relationships with students through other types of activities. Nevertheless, I feel that the success I encountered with dialogue journals could be generalizable to all classrooms. Teachers may need to introduce the concept of dialogue journals in various ways, depending on the community context and grade level of their students.

Findings and Interpretations

I analyzed data I gathered from all three sources: observations, dialogue journal conversations, and student self-evaluation surveys. Collectively, the data reveal a definite connection between my students and me. I have provided a detailed analysis complete with examples below.

Themes from Observations

After I integrated dialogue journals into the classroom curriculum, all 5 students exhibited behavior that I believe is attributable to a positive student-teacher relationship. These behaviors may be a result of students' participation in written dialogues with me, but they may also be a result of our compatible personalities or interests, the genuine manner in which I interacted with students, or my fairly young age. In this section I provide data that illustrate the students' behaviors or interactions with me, as well as my interpretations.

I feel that if a student shows affection towards me, I am making progress on developing a relationship with him or her. Nayla interacted with me affectionately after I completed a story with her reading group. She smiled and said, "You would be a good teacher for me." (Nayla, informal interview, 4/09/08). During all reading groups, I sat at the students' level so they felt like I was one of them. Furthermore, I often connected the story to my own life and told them stories about myself. As a result, students may have begun to view me as a person, not just a teacher, and felt as though they could relate to me. Another indication that my teaching techniques were effective was that Nayla randomly came up to me, hugged me, and said. "You are my favorite teacher" (Nalya, informal interview, 5/1/08). Although she may have simply been in a good mood that day, I cannot rule out the possibility that her comment was the result of my good intentions.

I also received positive reactions from students while reading *Sahara Special* aloud. When I was reading a humorous chapter of the book to the class, Marjorie exclaimed, "I love this book! I love this book!" (Marjorie, informal interview, 4/3/08). Her excitement implies that she was probably able to relate *Sahara Special* to her own life. Because numerous students daily asked me when I was going to continue reading the story to them, I concluded that they really enjoyed the story.

When I had completed reading a chapter of *Sahara Special* to the class, Joshua raised his hand and asked if he could take the book home to read after I had finished reading it to the class (Joshua, informal interview, 4/11/08). Like Marjorie, Joshua seemed to have resonated with the students in the story. Moreover, he felt comfortable enough with me to ask me if he could borrow it. I told him that I would leave it in the

classroom for students to take turns reading. Joshua, and many other students, was swift to read the book during free class time.

Carla also showed her increasing comfort towards me. At least once a day, Carla raised her hand to show me work she had completed and asked me to check it. She was a hard worker and usually did well on assignments. Because she voluntarily brought her work to my attention, I deduced that she wanted me recognize her abilities and give her encouragement. Furthermore, she became aware that I usually praised her for her outstanding work, so she began to increase the instances that she brought her work to my attention. Her heightened comfort-level with me allowed her to leave some of her shyness behind and speak to me more frequently. For example, after I handed back students' journals on a Monday morning and students read my responses, Carla raised her hand and said, "Thank you for writing back to me, Mrs. Mikkelson" (Carla, informal interview, 4/14/08). Her comment indicates that my responses meant a lot to her and she looked forward to reading my remarks.

Carla was not the only student who indicated verbally her appreciation for my remarks. Jimmy was absent one Friday when I collected the dialogue journals to read and write my responses, and I did not get the opportunity to engage in written dialogue with him. When he returned to school the following Monday, he told me that I did not get the chance to write back to him. I told him that I could not wait to read his journal and that I would take it home that afternoon (Field notes, 4/15/08). Jimmy's eagerness regarding my responses implies that, like Carla, my responses meant a lot to him. A positive relationship was forming.

All of these observations indicate that I was able to build connections with my students. Also, themes of comfort are intertwined throughout all of the students' behaviors. Students seemed to be comfortable enough with me to ask me questions and make spontaneous comments regarding the activities I implemented. From such behavior, I can deduce that I achieved my goal of maximizing the extent to which students viewed me as approachable. Reading *Sahara Special,* a story that was culturally relevant to students, and introducing the students to dialogue journals averted students' liability to be intimidated by me.

Common Themes Throughout Students' Dialogue Journal Entries

Students responded to 8 different journal prompts throughout the study (See Appendix A for the list of prompts). Because each prompt was different, certain prompts may have appealed more to some students and less to others, depending on the topic and students' personal interests. Furthermore, some students may have enjoyed writing more than others. Aside from these uncertainties, I found dialogue journal conversations to be important to my relationship with the students. The following examples are evidential of such importance.

In students' very first response, they were to write about their favorite hobby or thing to do. Nayla did not hesitate to tell me her gymnastic abilities: "I can do a split, a handstand, a headstand, a back flip, and a front flip" (Journal entry #1, 4/2/08). She was most likely proud of these abilities and wanted to share them with me. I responded to her: "Wow! I am impressed! I always wanted to do gymnastics, but I am too tall. I can't even do a cartwheel!" Nayla definitely remembered my remark, because in her self-

evaluation survey, she said that her favorite journal was the very first one. She loved that I said I was too tall to do gymnastics. Since my remark had a lasting impression on Nayla, I feel that our conversation definitely began a relationship. I opened up to her just like a friend would have while simultaneously maintaining my role as a teacher.

In order to encourage students to open up to me, I sometimes provided inquiries about their lives. For the prompt I described above, Joshua wrote about doing tricks on his bike and playing baseball and basketball (Journal entry #1, 4/2/08). In my response, I asked questions: "Do you play on teams? Have you ever watched the X Games?" (Mikkelson, journal entry #1 response. 4/6/08). When I collected the journals the following week, I noticed that he replied with "Yes for all of those questions!" (Joshua, 4/7/08). It is obvious that even in his first week of doing dialogue journals, Joshua read my responses and cared enough to answer my questions.

To my delight, I discovered that a student had asked me a question in her response. The third dialogue journal topic was about students' favorite subjects. Carla wrote: "My favorite subject is art because I get to learn more things than I knew. I draw even better than before. Sometimes I can even draw a person or animals, but I can't make a fox yet. Can you?" (Journal entry #3, 4/8/08). I became extremely excited about her response because she asked me a question at the end. This shows that she definitely had me in mind as her audience as she was writing, and she also was interested in me as a human being. In my response back to Carla, I tried to tell her a little about myself:

> I cannot draw at all! But I love putting unique and fun outfits together
>
> with lots of colors and jewelry. That is how I bring out my artistic
>
> side. All my friends come to me for style advice.

P.S. The fox you drew in your food chain was wonderful! (Mikkelson, journal entry #3 response, 4/12/08).

I ended with a compliment on Carla's work. The entire class created food chains that contained a fox. She copied a fox from the textbook, but it was beautiful.

With the fourth dialogue journal prompt, my goal was to get students to delve deeper into their personalities and cultures so that I could learn more about them. I wanted the students to tell me their definition of a friend. Students seemed to enjoy telling me about their favorite friends. For example, Jimmy told me all about his best friend: "Friends help one another. My number one friend is Angel. He is always a big help. The thing I like about Angel is that he is so funny. He is so strong and tough. I wish we could be brothers" (Journal entry #4, 4/10/08). Jimmy shared an intimate detail from his life. This illustrates that he wanted me to get to know more about him and was comfortable telling me who his best friend was. I was unaware that Jimmy and Angel were that close, so his response helped me to get to know him. Joshua also told me about his best friends. He has a best friend from school and a best friend from his baseball team (Journal entry #4, 4/10/08). The male participants of my study were very willing to open up to me on this topic.

In response to the dialogue journal on *Sahara Special,* Nayla referred to her favorite part of the story as a kind act of the teacher (Journal entry #5, 4/15/08). Sahara always wanted to be a writer, but no one believed she was capable. One day, Sahara told her teacher that she was a writer. Her teacher told Sahara that she knew she was a writer. The meaning behind this interaction is that Sahara's teacher believed in her. Nayla's response indicates that it is important that her teacher encourages and believes in her. I

strived to acknowledge students' abilities each day, as I feel this is an important component to a healthy student-teacher relationship.

For the last dialogue journal entry, I asked students to tell me whether or not they enjoyed doing dialogue journals. Carla liked doing dialogue journals for the exact reason I did. She said, "I did like it because you got to know different things about us and so did we" (Journal entry # 8, 4/24/08). Carla liked that we got to know one another through our written conversations. Clearly, she believed that dialogue journals aided us in developing a great relationship. On my final day in her classroom, she gave me a heartfelt note she had typed on her sister's computer that solidified my idea that I had a positive relationship with Carla. She wrote, "It was nice to have you as a teacher! Thanks for reading the books. I hope you can stay…you are a wonderful teacher…Thank you for the tips in math. The word problems are becoming easy for me thanks, but I still have to practice" (Carla, informal interview, 5/9/08). I hope I had such an impact on the other students.

Although this list of themes is not exhaustive, it makes me aware that the use of dialogue journals aided in the advancement of positive student-teacher relationships with my students. My students and I were able to make connections regardless of our demographic differences.

Patterns in Student Self-Evaluations

Students' responses on the self-evaluation surveys reiterate the aforementioned connections. Carla and Jimmy both had positive responses to all five of the survey questions, which pertained to students' feelings towards partaking in dialogue journal

conversations with me. In response to a question about students' favorite journal entries, Carla wrote that she liked writing about what she wanted to be when she grows up. Her reason for choosing this entry as her favorite was because I got to know what she wanted to be (Journal entry #7, 4/23/08). I believe that if she wants me to know her aspirations, she may view me as a role model and has connected with me. Jimmy also connected with me. He said that his favorite part about doing dialogue journals was reading my responses (Self-evaluation survey, 4/28/08). Similarly, Joshua wrote that his favorite part of doing dialogue journals was that we got to "write back to each other" (Self-evaluation survey, 4/28/08). This illustrates that I have successfully connected with female and male students through dialogue journal conversations.

Although I feel that I connected with Nayla, I do not think that she took the self-evaluation seriously. She did not write complete sentences and often provided one-word answers. Also, she indicated that she did not like to write (Self-evaluation survey, 4/28/08). Since I sensed that she possibly did not understand the survey, I called her to my desk and asked her some of the questions with the thought that she might answer verbally. She told me that she liked to talk to me, but does not like to write (Nayla, informal interview, 4/28/08). Therefore, her negative answers might not necessarily be a bad reflection on my use of dialogue journals to build relationships with students.

Like Carla, Marjorie also enjoyed writing about what she wants to be when she grows up (Self-evaluation survey, 4/28/08). However, her response to whether or not she thought dialogue journals helped her build a relationship with me was neutral. She wrote, "I think yes and no. I don't know" (Self-evaluation survey, 4/28/08). I did not speak to Marjorie about the meaning behind her answer, so I am not sure if she really does not

know or if she did not quite understand the question. She wrote that she did not understand the final question (Self-evaluation survey, 4/28/08). Still, the remainder of her responses was positive.

The self-evaluation surveys might have been less confusing to my third grade students if I had read the questions aloud or interviewed students individually. However, by reading about students' likes, dislikes, and confusions, I still achieved an adequate sense of students' feelings on dialogue journals.

Conclusions

As I entered the classroom my first day of student teaching, I was concerned about how I was going to attempt to build relationships with my African American and Hispanic students. Given the demographic, cultural, and socioeconomic differences, I was apprehensive about what types of activities I would implement that aided in the creation of a mutual understanding between my students and me. Although I initially considered integrating morning meeting messages as a measure to potentially build relationships with my students, I did not feel that the focus and content of these messages was personal enough to provoke genuine connections between my students and me. After my professor suggested dialogue journals, I did some research to grasp a greater understanding of how to integrate the journals into my lessons. I liked that my use of dialogue journals would allow me to create prompts that encouraged students to infuse their individualities in responses. Furthermore, implementing dialogue journals would allow me to converse with students in a written and private manner, which gave me even greater potential to build a genuine and meaningful bond with each student. Bondy et al.

(2007) suggested that it is important for teachers to develop caring relationships by being responsive to their students. They discussed the work of Delpit (1995), who claimed that in order for teachers to be effective, they must first establish relationships with their students. Bondy's et al. and Delpit's beliefs really helped me determine how I should attempt to build relationships with my African American and Hispanic students. Bondy et al. (2007) go on to say:

> Children from some cultural backgrounds, including many African American children, put more emphasis on the social and emotional environment than do mainstream children…The caveat is that the expressed emotions and demonstrations of care must be genuine, or the students will disregard the teacher's attempt to build a relationship. (p. 331).

Dialogue journals were my primary outlet for genuineness, which appeared to have a positive impact on students' classroom experiences and learning.

In doing dialogue journals, I was able to learn about students' cultures and personalities. By reading my responses, students became able to get to know my culture and personality and consequently myself as a human being. My use of dialogue journals enabled me to get to know students as human beings as well. As a team, my students and I liberated one another from the labels of teacher and students, which, in my opinion, is a key component to the establishment of genuine, trusting student-teacher relationships in any classroom environment.

Implications

I believe that any and every teacher should integrate dialogue journals into their classrooms. Teachers must create journal prompts that are appropriate to their students' grade level and cultures. Although none of my prompts were strictly about culture, they granted my students the freedom to write about themselves in such a way that I could get to know them. I did not necessarily need to ask students about their ancestors or religion. I was more interested in learning about their ways of living—what they did for fun, what their favorite food was, what they wanted to be when they grow up, their beliefs on friendship. After all, these are the types of personal characteristics that reveal any person's culture.

I recently traveled to Paris, and I did not return to the United States with an understanding of Parisians' religious practices or customs. Rather, I returned with an understanding of their social behavior and pastimes. For example, I now have a greater appreciation for taking a moment in the day to sit with a friend and enjoy life, as I saw many Parisians doing at countless cafes throughout the breathtaking city. I believe that, as teachers, we must take a step back and observe our students as people. We must recognize how students socialize, as well as students' interests and dispositions. Until we enable ourselves to observe students in their original states, as free from bias as we are humanly capable, we will struggle to form a foundation upon which we can build healthy relationships with students.

Teachers must rid themselves of preconceived notions of what teachers and students are in order to break the wall that lies between a teacher and his or her students in many classrooms. Although teachers must maintain their roles and carry out their

duties, they must strive to portray themselves as human beings to their students. I feel that dialogue journals are an excellent source of such portrayal.

Future Directions

Teachers can implement dialogue journals in their classrooms for a longer than the four weeks I used in this study. If teachers introduce students to dialogue journals at the start of a school year, they will increase their opportunity to bond with students. If teachers and students can establish positive relationships early in the school year, teachers will have a better chance of reaching students with subject matter that may have otherwise been confusing to the students. I recommend that teachers implement dialogue journals into their classrooms to create a comfortable and effective learning environment for students.

After implementing dialogue journals into my third grade classroom, I will definitely use them in my future classrooms. However, I do not know if they would be as effective in a kindergarten or first grade classroom, where students are just learning how to write. In this case, I would most likely implement oral activities, such as twice-weekly private conversations with each student while the rest of the class completed an activity.

Another potential concern I have is how departmentalized subject area teachers might go about implementing dialogue journals. Such teachers only spend about an hour per day with each of group of students, as students must go to other classes. It is important that all teachers establish positive relationships with their students, but time can definitely be an issue in middle and high schools.

What I Learned

As a teacher, I will constantly be thinking of new activities that have the potential to excite and interest my students while contributing to the development of positive relationships with me. It is up to each teacher to discover new and creative ways of reaching their students, as no group of students is alike. I must walk into my future classrooms each morning with an open mind in order to determine which relationship-building activities appeal to both my students and me. Students must be excited about what they are learning and the processes by which they learn in the classroom. If they are not excited, they are less likely to gain and retain the knowledge and skills they need to feel confident in the real world. I will always model kindness by limiting authoritativeness to increase the likelihood that healthy relationships will develop between my students and me. Moreover, I will do my best to relate lessons and activities to students' interests and curiosities so that they will be more likely to participate in and enjoy class. Implementing interactive activities, such as dialogue journals, which allow for direct communication between students and teachers, is a wonderful way for teachers to assess which topics interest students.

References

Bondy, E., Ross, D.D., & Gallingane, C. (2007, July). Creating environments of success and resilience: Culturally responsive classroom management and more. *Urban Education, 42*(4), 326-348.

Decker, D.M., Dona, D.P., & Christenson, S.L. (2007). Behaviorally at-risk African-American students: The importance of student-teacher relationships for student outcomes. *Journal of School Psychology. 45,* 326-348.

Deiro, J.A. (2005). *Teachers do make a difference: The teacher's guide to connecting with students.* Thousand Oaks, CA: Corwin Press.

Delpit, L. (2006). *Other peoples' children: Cultural conflict in the classroom.* New York: The New Press.

Fisher, R.S., Henry, E., & Porter, D. (2006). *Morning meeting messages, k-6: 180 sample charts from three classrooms.* Portland, ME: Stenhouse Publishers.

Klem, .M., & Connell, J.P. (2004, September). Relationships matter: Linking teacher s

support to student engagement and achievement. *Journal of School Health, 74*(7), 262-   273.Retrieved January 29, 2008 from

http://www.irre.org/publications/pdfs/Klem_and_Connell_2004_JOSH_ article.pdf

Noddings, N. (2005). *The challenge to care in schools: An alternative approach to education* (2nd ed.). New York: Teachers College Press.

Public School Review LLC (2008). Woodlynne elementary school. Retrieved December12, 2007 from

http://www.publicschoolreview.com/school_ov/school_id/53476

Raider-Roth, M.B. (2005, April). Trusting what you know: Negotiating the relational

context of classroom life. *Teachers College Record, 107*(4), 587-628.

Ryan, A.M. (2006, Spring). The role of social foundations in preparing teachers for

culturally relevant practice. *Multicultural Education, 13*(3), 10-13.

Staton, J. (1987). Dialogue journals. *Dialogue.* Retrieved March 13, 2008 from

http://www.ericdigests.org/pre-926/journals.htm

Tiberius, R.G. (n.d.). The why of teacher/student relationships. *Essays on Teaching*

Excellence. Retrieved January 29, 2008 from

http://orpheum.ctl.mnscu.edu/teach/resources/pod/packet10/thewhyofteacherstude

ntrelationships.htm

Zirkel, S. (2005, June). Ongoing issues of racial and ethnic stigma in education 50

years after Brown v. Board. *The Urban Review, 37*(2), 107-126.

APPENDIX A

Dialogue Journal Prompts

What is your favorite hobby or thing to do? Why?

Some people enjoy being in a crowd, and some don't like it. Do you enjoy crowds?
Write a paragraph about what you like or don't like about being in a crowd.

What is your favorite subject and why? What is your favorite thing you have learned
from it throughout the school year?

A friend is someone who…

What did you learn from *Sahara Special*?
What was your favorite part and why?
What did the story make you think of?

Tell me something positive about yourself. What do you like about yourself?

When I grow up, I would really like to be…
I will achieve this goal by…

APPENDIX B

Student-Self Evaluation Survey Questions

Did you enjoy writing journal entries and reading my responses to you? Why or why
not?

Did you like doing the dialogue journals? Why or why not?

What was your favorite part about doing them? Least favorite part?

Look through your journal entries, #1-8. Which one was your favorite to do? Why?

Do you think that doing dialogue journals allowed you to build a better relationship with
me than if you hadn't done them?

Did listening to *Sahara Special* help you to understand why I wanted you to do dialogue
journals? If yes, how?

APPENDIX C

Consent Form

Dear Parent/Guardian:

I am a graduate student in the Education Department at Rowan University. I will be conducting a research project under the supervision of Dr. Beth Wassell as part of my master's thesis concerning how to develop an effective student-teacher relationship. I am requesting permission for your child to participate in this research. The goal of the study is to strengthen my relationships with the students and to enhance their ability to acquire skills and knowledge. I hope that this will increase their confidence in themselves as individuals.

To preserve each child's confidentiality, I will use pseudonyms (fictional names) to identify individuals. I will collect data and draw conclusions based on my experiences in the classroom.

At the conclusion of this study, a summary of the results will be made available to all interested parents. If you have any questions or concerns, please contact me at (856) 962-8822 ext. 155, or you may contact Dr. Beth Wassell at (856) 256-5400 ext. 3802. Thank you.

Sincerely,
Jacqueline Mikkelson

Please indicate whether or not you wish to have your child participate in this study by checking the appropriate statement below and returning this letter to Mrs. Bukowski by Feb. 11th.

__I grant permission for my child_____ to participate in this study.

__I do not grant permission for my child_____ to participate in this study.

_____   _____
(Parent/Guardian signature)   (Date)

APPENDIX D

Data Analysis Tables

Observed Behaviors

Student	Behaviors
Nayla	After her reading group, she said, "You would be a good teacher for me" and smiled; She came up to me, hugged me, and said "You're my favorite teacher"; She became my helper by filling a bucket with water every afternoon so I could wash the board and said that she liked helping with things.
Marjorie	When I was reading a humorous part of Sahara Special, she exclaimed, "I love this book!" two times; Many times, she came up to me and quietly asked me if she could use the restroom or get a drink; Every morning before school began, she came up to me outside and talked to me about anything (seemed to have a lot of energy in the morning).
Carla	To answer a question, she waved her hand in the air and scrunched her face as if she were about to burst--very excited to answer. I asked her to write what she did on the board and explain her thought process. She did this very quietly but did not hesitate with her words; Almost daily, began coming up to me without raising her hand to show me work she had done and ask me to check it; If she saw pictures of dogs or animals in books, she raised her hand to show me (knows I love animals); I had lunch with her and a few other students (they had been given the highest amount of tickets for good work throughout the month) and asked them what they would like to write about in dialogue journals. She said that she would like to write about herself; After I handed the journals back on a Monday morning, she raised her hand and said, "Thank you for writing back to me Mrs. Mikkelson";
Jimmy	Once Sahara Special was complete, he asked me when I was going to begin reading its companion novel to them; He was absent on a Friday when I collected the journals, and he raised his hand and told me I had not gotten the chance to write back to him;
Joshua	When I finished reading a chapter of Sahara Special, he asked me if he could take the book home and read it once I was done reading it to the class.

Dialogue Journal Conversations

	Answered My Question	Talked About Abilities	Talked About Specific Instances	Asked Me a Question	Refers to Caring in *Sahara Special*	Refers Back to My Response
Student						
Nayla	0	1	1	0	1	1
Marjorie	0	1	3	0	1	1
Carla	2	3	4	1	0	1
Jimmy	0	1	4	0	1	1
Joshua	1	3	3	0	0	0

Student Self-Evaluation Responses

	Positive	Neutral	Negative
Student			
Nayla	2	1	2
Marjorie	3	2	0
Carla	5	0	0
Jimmy	5	0	0
Joshua	4	0	1