ABSTRACT OF CAPSTONE

Laura Mae Sommer Williams

The Graduate School

Morehead State University

April 14, 2021

MEANINGFUL TEACHER-STUDENT RELATIONSHIPS IN KENTUCKY'S
CAREER AND TECHNICAL EDUCATION PROGRAMS

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Abstract of Capstone

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A capstone submitted in partial fulfillment of the
Requirements for the degree of Doctor of Education in the
Ernst and Sara Lane Vogenau College of Education
At Morehead State University

By

Laura Mae Sommer Williams

Louisville, Kentucky

Committee Chair: Dr. Michael W. Kessinger, Associate Professor

Morehead, Kentucky

April 14, 2021

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MEANINGFUL TEACHER-STUDENT RELATIONSHIPS IN KENTUCKY'S
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As Career and Technical Education (CTE) continues to gain recognition as a key player in meeting the career-ready expectations for Kentucky's Transition Ready goals, a growing number of Kentucky's high school students find themselves enrolled in one or more CTE courses. As Kentucky's demand for secondary CTE courses grows, so does the need to recruit professionals from the business and industry sectors and train them how to share their expertise with this generation's secondary students. Instructors in the CTE classroom bring authentic work experiences and real-world knowledge into the CTE classroom; however, the lack of pedagogical skills may prove to be counter-productive to both the student's and the instructor's success.

As industry professionals are assuming the roles of educators at the secondary level, it is equally important to equip them with the skills necessary to develop and nurture meaningful teacher-student relationships as it is to teach them how to develop a lesson plan, formative and summative assessment techniques, teaching strategies, or classroom management strategies.

Industry professionals who have become used to the employee-supervisor relationship in a working environment need to consider students in the secondary classroom have not yet reached the age of majority and are still developing socially, emotionally, and academically. The industry-professional-turned-teacher must realize the significance the teacher-student relationship has on student outcomes and

be willing to develop the mindset necessary to foster a meaningful relationship with

each student. Kentucky's current regulations require newly hired occupation-based

teachers to complete its New Teacher's Institute (NTI) which consists of less than 20

full days spread out over 2 years of accelerated instruction on the fundamentals of

teaching efficacy. Included in the accelerated course in teaching provided by NTI to

its new occupation-based teachers, this capstone project will effectively provide the

glue which binds NTI's fast-paced curriculum.

Keywords: Teacher-Student Relationships, Career and Technical Education,

Occupation-Based Teaching, Teacher Induction Programs

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CAREER AND TECHNICAL EDUCATION PROGRAMS

By

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DEDICATION

For Gary.

ACKNOWLEDGEMENTS

I want to acknowledge all the women and men who have chosen to share their professional expertise with our next generation. Your selfless decision to place outcome over income was the inspiration for this capstone project. I have had the honor and pleasure to watch the teachers with whom I work make huge impacts in the lives of so many of the high school students who chose to spend a few years with us. I believe I have learned as much from you as the students who have crossed our threshold. Words cannot express how much I appreciate these people: Melissa Barger, Nancy Benner, Tom Cahill, Matt Clark, Patrick Corman, Bob Davis, Ron Gordon, Kevin McKenney, Bobby Nash, Julia Rollins, Jason Shearer, and Bill Wagner. Thank you.

To my dear, dear, dear friends … Thank you! I may not have told you; but, your belief in me sustained me on more nights than I care to count when I didn't think I had it in me to keep moving forward when so many obstacles kept landing on my path . I'm pretty sure the words, "Midnight deadline" were included in just about every conversation we had. Thank you so much for allowing me the time to follow my heart. Thank you for pulling me back to the surface when you saw me drowning, for feeding me when I forgot to eat, and for knowing exactly when I needed help with Jack. Wanda, my oldest friend and namesake for one of my children, you changed my life so many years ago and I know I would not be where I am today without your precious and Godly influence. Bonnie, my dear, thank you for helping me survive the

absolute darkest days of my life. Debbie, the circumstance in which you came into

my life was certainly not ideal, but I will forever hold our friendship close to my

heart. Gail and Kevin, my before and after friends, thank you for so many years of

love and support. JoAnn (JoNan), you were the first friend I made in my new life and

your friendship and love mean the world to me. I really couldn't have gotten through

going back to school without all the support you have given me over the years!

Cheryl and Bob, I couldn't imagine the last five years without your friendship and

support throughout this journey!

      Many heartfelt thanks to my doctoral committee. Dr. Hargis, you are a

beautiful person and a wonderful role model! I appreciate you mentoring me through

my early years as a principal. Thank you Dr. Stubbs for believing in me enough to

push me to the next level. I mean it this time, though, my days as a student are done!

Thank you Dr. Kessinger for being my committee chair. Thank you for believing in

my project and allowing my passion to guide my work. Thank you for challenging

me and allowing me to grow beyond the boundaries I set for myself. Even up until

the very end, I didn't know if I had it in me to complete this project. Without you, I

know I wouldn't have. Your guidance and friendship brought me across the finish

line. I will forever be in your debt!

      Finally, I want to acknowledge my family. I would be nowhere without you!

The love I have for those mentioned below is immeasurable! I want to thank my

mom, Judy Stroud, and Terry Stroud for a lifetime of encouragement. All that

reading finally paid off, didn't it? I want to thank the five people I hold dearest to my

heart for allowing me to spend countless hours with my books and my laptops.

Kevin, Alex, Sommer, Garrett, and Delaney, you have all made me so proud and you

were my inspiration to return to school. I only want the best life has to offer for each

of you. God truly blessed me with five of the greatest children! Barry, thank you for

enduring so many summers on the beach sharing me with school. I know you didn't

sign on to watch me spend every evening reading and writing until the middle of the

night, but I'm glad you did. My precious Jack, when you are old enough to read this,

I want you to know that you brought my life back into focus and you are every bit a

part of this capstone as I am. Thank you to my brother, Steve Sommer, for being my

best friend as I neared the end of this journey. And for dragging me across the finish

line kicking and screaming, I would like thank my Colorado family. Thank you dad

(Steve) and Mary Sommer for your support during a very trying time in your own

lives. Thank you to my sister, Sandy Sommer, for being the best "seester" ever. And

finally, I want to thank my family in Hazard: Del, El, Willa Dean, Ladonya, and

Keith. I simply could not ask for a better family to have married into. You know

why I chose to get my doctorate. This Dr. Williams will never replace the original

Dr. Williams, but please know this legacy is as much yours as it is mine.

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Executive Summary

What is the core of the capstone?

This capstone project is intended to effect a change in the teacher induction program for Kentucky's new career and technical education (CTE) instructors. Teaching and learning are two parts of a unique relationship: the teacher-student relationship (TSR). There is overwhelming evidence supporting a positive and meaningful relationship between a teacher and a student as a large contributing factor to student success. A fundamental aspect of this capstone was the examination of the TSR from the perspective of the new CTE teacher.

Historically, the presumptive mindset was professionals from skilled trades or business and industry did not need college-level training in order to teach their trade (Zirkle, Martin, & McCaslin, 2007); however, there is no evidence supporting an innate pedagogical ability for this, or any other group. Regardless of whether teacher preparation programs are professionalized or deregulated (Brewer, 2003), the unique needs of new CTE teachers must be considered as they are entering the teaching profession, including the need to develop positive TSRs. Ultimately, this research is intended to affect a positive change in new teachers' perspectives on teacher-student relationships, thereby improving the potential for success for CTE students. Sass (2011) suggests the first few years of teaching are crucial in job satisfaction and teacher retention and goes on to say TSRs are the glue which binds the individual components of teaching, and the ability to develop a high-quality TSR is paramount in developing a high-quality CTE teacher.

Problem statement. New CTE teachers in Kentucky's teacher preparation program are not being adequately prepared to develop and grow meaningful, positive teacher-student relationships.

One of the responsibilities of education is to meet the needs of its community. As we are seeing a growing gap in the availability of the skilled-trades worker, the community is turning to its schools to close that gap. Consequently, the focus of education is shifting to include a school's accountability of its ability to get its students career-ready. In order to provide adequate instruction, trade and industry professionals from the workforce are being heavily recruited to assume a teaching role in the CTE classroom.

Kentucky, like most states, has an alternate route to teacher certification which allows individuals to teach without necessarily completing the traditional 4-year college-based teaching program. However, efforts to get these professionals in front of the classroom as quickly as possible have resulted in drastic changes in the teacher preparation program offered to new CTE teachers. When examining the evolution of teacher preparation programs with regards to CTE, there has been little done to improve the quality of CTE teacher preparation (McCaslin & Parks, 2002; Heath-Camp & Camp, 1990b). There is very little evidence identifying the TSRs as a focus during induction programs for new teachers recruited from business and industry.

Currently, Kentucky's New Teacher Institute (NTI) is a two-year program which consists of 118 hours of intensive training on instructional strategies, lesson

planning, classroom management strategies, and other professional responsibilities.

One full day is dedicated to discipline, inappropriate behavior, designing

interventions and consequences, and the enforcement of classroom and schoolwide

rules and policies. There is considerably more emphasis placed on the technical

aspects of an accelerated course in teaching rather than the most critical "R" in

education – relationships.

Purpose. Learning to develop a positive TSR is as important for new teacher

success and retention as it is for student success. The purpose of this capstone project

was to provide a high-quality professional development on the importance of a

meaningful TSR to individuals who are transitioning from the workforce into a new

career as a CTE teacher. Although this professional development will occur in a

workshop setting, the professional development offering is intended to provide new

teachers with the tools necessary to grow and learn on a daily basis in the classroom.

When beginning teachers apply new learning, they will gain a deeper level of

understanding which will, in turn, enable them to "adapt these new practices to their

own settings in ways that benefit the students" (DuFour, 2004).

Guiding question. The guiding question for this capstone project was: Do

new CTE teachers in Kentucky understand what impact the teacher-student

relationship has on student success and how to develop meaningful relationships with

their students?

Review of literature. There is overwhelming evidence supporting a positive

and meaningful relationship between a teacher and a student as a large contributing

factor to student success. Teaching and learning are two parts of a unique relationship. In order for students to be successful, they must feel supported by the teacher and connected to the environment (Ellerbrock et al., 2015). All teachers, especially those of adolescents, are encouraged to include a humanistic component to teaching as "it is the keystone for all aspects of class management" (Owusu-Ansah & Kyei-Blankson, 2016). In order to understand and maximize the impact of a teacher-student relationship, a teacher should have some general knowledge about the psychological underpinning of this relationship.

Teachers who have been formally trained in four-year institutions have received focused instruction on diversity, equity, inclusion, and the psychological and physical development of students. Occupation-based teachers in Kentucky, specifically those from trade and industrial (T&I) backgrounds, are professionals from other industries who have verified work experience and who earn teaching certification by methods other than those which are university-based (Kentucky Department of Education; Education Professional Standards Board).

Historically, the presumptive mindset was T&I professionals did not need college-level training in order to teach their trade (Zirkle, Martin, & McCaslin, 2007); however, there is no evidence supporting an innate pedagogical ability for this, or any other, group. Without focused instruction on the key components of a teacher-student relationship, are Career and Technical Education (CTE) teachers in T&I programs capable of adding a teacher-student relationship to their toolkit to achieve student success?

The purpose of this literature review was to examine how Kentucky is preparing its new CTE teachers to establish and grow meaningful teacher-student relationships. This review will cover a brief history of CTE, an overview of teacher preparation programs, and teacher-student relationships. The literature in this review includes both the terms student-teacher relationship (STR) and teacher-student relationship (TSR). Because the acronym STR is already a commonly accepted acronym among educational professionals when referencing student-teacher ratio, the term teacher-student relationship (TSR) will be used throughout this review of the literature. Ultimately, the literature review exposed an area where there is an opportunity to further the research with respect to how new teacher preparation programs are training incoming occupation-based teachers from trade and industry to establish and nurture meaningful relationships with their students.

History of Career and Technical Education. In the past century, vocational education has adapted to suit the needs of its society and improve the economy. Recently celebrating its centennial anniversary, the National Vocational Education Act, more commonly known as the Smith-Hughes Act, adopted in 1917, was designed to provide federal funding to implement a new concept of industrial education in response to concerns about inadequacies in manual training, specifically agricultural, industrial trades, and home economics education to secondary students (Foster, 1997). Currently, the six main areas of CTE include business education, trade and industrial (T&I), education and health, family and consumer sciences, agriculture, and marketing/distributive education (Gray & Walters, 2001).

Born and raised in rural eastern Kentucky, Carl D. Perkins saw first-hand the impact inadequate vocational training had on his region's economy. Perkins' own career path began as a teacher in the same area in which he was raised and culminated as a member of the United States House of Representatives. During his tenure as a U.S. Representative from Kentucky, Perkins spearheaded the legislation to provide federal funding which would not only improve vocational education programs, but would also provide funding for the training of disadvantaged students. Named in his honor, the Carl D. Perkins Vocational Education Act of 1984 was reauthorized in 1990 (Perkins II) as the Carl D. Perkins Vocational and Applied Technology Act, in 1998 (Perkins III) and 2006 (Perkins IV) as the Carl D. Perkins Career and Technical Education Act, and again in 2018 (Perkins V) as the Strengthening Career and Technical Education for the 21st Century Act (Perkins Collaborative Resource Network, 2018). Although the name of the act transitioned in 1998 and 2006, the reauthorization in 2018 included a revision officially changing the name of "vocational education" to "career and technical education" (Thompson, 2018).

The No Child Left Behind Act (NCLB), a 2002 reauthorization of the Elementary and Secondary Education Act of 1965, focused entirely on a student's academic achievement and provided federal monetary incentives to schools that could show academic progress for disadvantaged children (Heise, 2017). Acknowledging high-quality teachers as the most significant factor contributing to student success, NCLB included provisions designed to improve teacher quality and the quality of teacher education programs (Brewer, 2003). From 1992 to 2013, the average number

of high school credits earned in CTE dropped from 3.13 to 2.60 (National Center for

Education Statistics (NCES), 2013). NCLB not only pulled students away from CTE,

it completely eliminated professional development recommendations for CTE

teachers which should have included teaching students with disabilities and the need

for male CTE teachers to use reflection for professional growth (Drage, 2010). In

2006, President Bush unsuccessfully proposed eliminating funding altogether for

vocational education, and Perkins IV was reauthorized with professional development

recommendations for the CTE teacher (Drage, 2010).

Advocates of CTE disagreed with President Bush, stating a "college and

career readiness is rapidly supplanting high school graduation as a key of the K-12

education system" (Stubbs & Stubbs, 2017, p. 2). The demand to replenish a retiring

skilled-trades workforce has reawakened the interest in CTE at the secondary level,

leading to more than 90% of public high school students' enrollment in at least one

CTE course (Bersudskaya & Cataldi, 2011).   Realizing CTE played a vital role in a

student's ability to successfully transition to life after secondary education, Congress

passed the Every Student Succeeds Act (ESSA) in 2015 which brought CTE back

into focus and included career readiness in accountability models (Heise, 2017). As

more students are being enrolled in CTE courses, more teachers must be recruited

from business and industry because there is a shortage of CTE teachers who have

graduated from traditional teacher preparation programs (Bottoms, Egelson, Sass, &

Uhn, 2013).

While the term "vocational education" is still being used, it is important to understand the difference between it and "career and technical education." Vocational education in the 20th century was directed at training an individual to perform a specific occupational skill for a trade. As the technology of the 21st century advances exponentially, it is not enough for a student to simply be trained to perform manual operations in one occupational area. The 21st-century student needs to understand the concepts of technology as they are applied to a cluster of occupations in a specific program of study, and be able to develop problem-solving skills to negotiate the impact technology has on the social and cultural environment (Gray & Walters, 2001).

CTE student characteristics. There was a segregation of the genders as early as the implementation of the Smith-Hughes Act and schools dedicated to CTE were created to "keep boys in school, provide vocational skills, and develop leisure-time activities" (Foster, 1997). Even as late as 1972, females were discouraged from taking an auto mechanics class, and males were not allowed to enroll in health science related courses. Currently, 80% to 98.7% of occupation-related courses in CTE schools are comprised of males (Lufkin et al., 2014).

Bierlein Palmer (2007) presented findings which indicated the typical CTE student lived in a lower socioeconomic household and resided more often with relatives than with one or both of the natural parents. "With the initiatives of the past two decades, it is gaining recognition as a viable and respectable option for students whose aptitudes and interests – rather than race and socioeconomic class – align with

the technical fields" (DeFeo, 2015). Students who intentionally choose a CTE

pathway do so in order to meet their career objectives. Compared to students in a

comprehensive traditional high school, students in CTE programs have a better

understanding of how CTE courses will help them achieve their career goals (DeFeo,

2015).

Historically, there was a stigma associated with CTE, suggesting students

enrolled in CTE classes are considered to generally have lower academic

performances than those students in traditional academic programs (Bishop-Clark et

al., 2010; Bierlein Palmer, 2007) and were placed in CTE courses "for lack of other

options" (DeFeo, 2015).

For some students with special educational needs, the CTE environment is an

ideal fit as "CTE classes naturally lend themselves to differentiated instruction,

motivating and engaging students, supporting student strengths, and building positive

relationships and self-confidence" (Casale-Giannola, 2012). Although CTE students

report wanting a broad range of differentiated instruction, they sometimes have

difficulty grasping the fairness of the differentiation (Placklé et al., 2014).

Threeton, Walter, and Evanoski (2013) theorized a positive relationship exists

between learning styles and personality types. Lecture, while not the preferred

method of learning in the CTE classroom, is received more positively from

instructors with industrial experience regardless of their personality (Said, 2018).

Students enrolled in CTE classes appreciate the relevance of designed activities to

their academic performance, reporting a preference for methods of instruction which

were both authentic and challenging (Placklé et al., 2014). Additionally, these

students have demonstrated the ability to transfer the skills and knowledge learned in

the CTE class to a real-world workplace setting (Olivos et al., 2016).

   Trade and Industry CTE teacher characteristics. In 2001, the Office of

Vocational and Adult Education commissioned the National Dissemination Center for

Career and Technical Education to study the demographics of teacher educators in

CTE programs. Their study found 90% of CTE educators were White with an

approximate age of 50. The remaining 10% were comprised of 4% Black, 3%

Hispanic, and the remaining 3% either Pacific Islander, Native American, or Asian

(Bruening et al., 2001).

   In the fall of 2018, of the 3.5 million full-time teachers in the United States,

roughly 4% were employed in a dedicated career or technical school (National Center

for Education Statistics (NCES), 2019). Of the 139,000 CTE teachers, a little more

than half are female. Upon closer examination of the occupation-specific teaching

assignments, it was evident males predominantly taught the skilled-trades

occupations: 95.9% in construction, architecture, and engineering technologies,

95.6% in manufacturing, and 98.6 in repair and transportation (NCES, 2008a).

   New teacher preparation programs. An unwritten compromise, as the result

of the Smith-Hughes Act of 1917 legislation, was how vocational educators would be

prepared. Teachers of agriculture, business education, and home economics would

still be formally educated in four-year programs like their teaching counterparts in

traditional academic subject areas; whereas, teachers in the trade and industrial

occupations would be directly recruited from the workforce. Not much has changed

in that regard in the last century. While the Smith-Hughes Act of 1917 was federal

legislation, it allowed CTE teacher preparation programs to be regulated by state

government. As a result of state regulation, licensure requirements and new CTE

teacher programs vary from state to state. Boyd, Goldhaber, Lankford, and Wyckoff

(2007) complain about the absence of a national database containing information

about the structure and content of CTE preparation programs. Unfortunately, data are

not available on where CTE preparation programs actually take place, how long the

preparation programs last, or how the new CTE teachers are evaluated (Zeichner &

Schulte, 2001). Concerned about individual states setting benchmarks for the T&I

education profession, the Association for Skilled and Technical Sciences (ASTS)

proposed an initiative which would specifically define what constituted a high-quality

CTE teacher and provide uniform certification, regardless of the state (Gaal &

Wermes, 2011).

      Kentucky does not require T&I CTE teachers to hold a college degree and

will allow them to teach before completing a teacher preparation program (KDE).

NCES data from 2008 indicates T&I teachers in CTE were less likely to have an

advanced degree (Cramer, 2004), less than half hold a bachelor's degree, and a

significant percentage hold no degree (see Figure 1).

      CTE teachers from trade and industry may have extensive expertise in their

service area and eventually develop pedagogical knowledge and skills with

experience; however, new T&I CTE teachers initially lack sufficient knowledge to

develop authentic pedagogical skills or assessment strategies (Stephens, 2015). New

teachers have also reported inadequate orientations and difficulties in how to manage

their time and how to handle unmotivated students (Heath-Camp & Camp, 1990a).

Moreover, King and Butler (2015) suggest an inconsistency or complete absence of

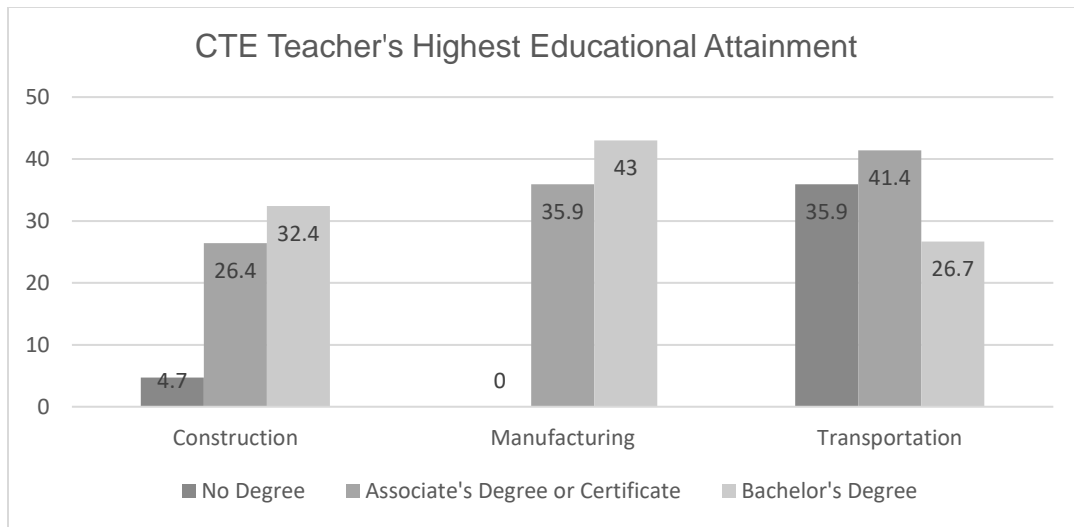multicultural inclusion in teacher preparation programs.

Figure 1. CTE teacher's highest educational attainment (NCES, 2008b).

　　　　Other research suggests there is a significant difference between the teacher

preparation programs for general education and alternative certification (Flower,

McKenna, & Haring, 2017; King & Butler, 2015; Darling-Hammond, Chung, &

Frelow, 2002). Gordon (2009) and Briggs (2008) both assert there is less attention

given to the preparation of the secondary CTE teacher than there is for the traditional

K-12 teachers. It has also been suggested "many states have lowered the bar for CTE

teacher qualifications" (Dykman, 2001, p. 56). Szuminski (2003) states lack of

formal teacher training has proven to be problematic and potentially "shortchanged

both teacher candidates and the students they teach because their preparation,

particularly in pedagogy, is inadequate" (Allen, 2003, p. 3).

Providing vocational instruction to secondary upperclassmen presents the

CTE teacher with the unique challenge of preparing their students for a career as well

as their imminent emergence into adulthood. While secondary upperclassmen are not

usually at the age of majority, their experience, communication skills, and level of

independence are vastly different from that of an elementary or middle school

student, and closer to those of an adult. With no intention to marginalize pedagogical

strategies, consideration must be given to the influence those strategies have on

instructional design. Initially, inexperienced students in the CTE classroom may

benefit from an instructional design which keeps the student dependent upon the

teacher (Ozuah, 2016), but a dependent student does not meet the primary goal of

CTE which is career readiness.

Transitioning a student from dependency to autonomy requires an

instructional design which reflects the student's progression to independent

functioning and ability to understand abstract concepts and relationships. Although

Knowles developed his theory of andragogy specifically for adult education,

instructional design which includes andragogical teaching strategies are also

beneficial to the CTE student because it focuses "more on the process and less on the

content being taught" (Knowles, 2018). In addition to pedagogy, it would be

advantageous to also include andragogy in new CTE teacher preparation or induction

programs.

Teachers who have completed a traditional teacher preparation program report feeling more competent in classroom management (Duncan, Cannon, & Kitchel, 2013), instructional practices and teaching practices (Jang & Horn, 2017), and diverse or special education population (Casale-Giannola, 2012; Schaffer, 2017). Although teachers prepared in a college-based or university-based program were more likely to include courses in universal classroom and behavior management strategies and management skills than teachers from an alternative certification program (Flower, McKenna, & Haring, 2017), a questionable study by the National Council on Teacher's Quality (NCTQ) determined university-based teaching preparation programs were not adequately readying new teachers (Fuller, 2014). Not localized to just one region, King and Butler (2015) found an existing inconsistency or complete absence of multi-cultural inclusion in teacher preparation programs.

Kentucky's alternate form of teacher certification for occupation-based teachers consists of a total of 118 hours of training over 24 month period, nine hours of observations, three hours of webinars, and 10 hours of online assignments. Of the 118 hours of training, one hour is dedicated to dealing with inappropriate behavior and two hours are dedicated to the social and physical aspects of classroom management (Kentucky Department of Education, 2019). New CTE teachers are enrolled in Kentucky's New Teacher Institute (NTI) and are expected to complete the induction period in two years. The nine hours of new teacher observations are to be completed by an assigned teacher mentor who is typically a retired CTE teacher.

For a T&I professional beginning a teaching career, the teacher mentor may be the first exposure new teachers have to teaching as a profession. Instrumental in helping new teachers develop their teaching identity, the teacher mentor is expected to address any unreal expectations of the new teachers, help them to develop authentic competencies to better serve their students (Nghia & Tai, 2017), and help increase a new teacher's confidence, competence, performance, and overall effectiveness in the classroom (Wonacott, 2002).

Richard Lynch, the author of a study done in 1991 for the National Center for Research in Vocational Education, stated the number of CTE teacher preparation programs were being eliminated at an alarming rate and predicted a shortage of well-prepared CTE teachers if the trend continued. Subsequently, Bruening and Scalon (2001) reported an approximate national decline of yet another 11% of the number of CTE teacher preparation programs from 1991 through 2001. As enrollment in traditional academic subjects increased in response to NCLB in 2002, there was a decrease in the enrollment of students in CTE programs, and the number of CTE teacher preparation programs continued to decline. In the 2016-2017 school year, two-thirds of the states reported a shortage of CTE teachers (U.S. Department of Education, 2016). Joerger and Bremer (2001) state effective new teacher induction programs, lasting five to six years, which include a positive socialization into the teaching profession for new CTE teachers are necessary for teacher retention.

Answering Lynch's call for a reinvention of CTE teacher preparation supporting a new vocationalism, a collaborative effort between the Office of

Vocational and Adult Education and the National Dissemination Center for Career

and Technical Education introduced an outline for a new conceptual framework for

CTE education (Rojewski, 2002). Recognizing there may be a difference between

preparation programs for traditional academic teachers and CTE teachers, the

question then became whether a single framework for teaching was appropriate for

teachers in either traditional education or CTE (Adams, 2010; Flower, McKenna, &

Haring, 2017).

Adams (2010) concluded preparation programs which include stand-alone

courses in special needs, diversity, assessment, and classroom management, were

indeed adequate and appropriate; however, preparation programs which omitted these

courses created teachers who expressed concern and lacked confidence in these areas.

Similarly, Pennsylvania teachers who were certified in an alternate certification

program including courses in special education and educational psychology stated

those courses helped to lay a sufficient foundation to effectively manage their

students (Schaffer, 2017). Students have the ability to perform equally well with

teachers who have been either prepared in a traditional or an alternative preparation

program. Only when alternatively prepared teachers were enrolled in coursework of

their own, did students have a lower academic performance (Constantine et al., 2009).

Teacher-student relationships. There is very little disagreement regarding

the impact a meaningful and supportive teacher-student relationship has on a

student's social, behavioral, and academic outcomes; however, there is very little

research available on the TSR in the CTE environment.

Chory and Offstein (2017) acknowledged the possible consequences of developing a closer interpersonal TSR, specifically the professional risk assumed by the teacher. The authors argue a meaningful TSR is much different from a friendship and must be handled in such a way so no harm comes to the reputation of the student, the teacher, or the school.

Genuine caring and the development of a close interpersonal relationship are contributing factors to a positive TSR, which, in turn, increases a student's motivation to be part of the learning process (DaLuz, 2015; Decker, Dona, & Christensen 2007; McHugh, Horner, & Wallace, 2013). With a multi-dimensional TSR, the belief in the whole being greater than the sum of the parts allows for teachers to compensate for a weakness in one area of the TSR with an aspect from another area (Brinkworth, McIntyre, Juraschek, & Gehlbach, 2018).

Like any relationship, the TSR has both a cognitive and affective dimension and requires a time and an emotional commitment. When examining a TSR, consideration should be given to the student's individual need, the teacher's motivation to address that need, and the student's acknowledgment of the teacher's response to that need. From teachers' personal perspectives as described in narratives, TSRs gradually move from an emphasis on the development of a caring relationship to placing more focus on the content area as students progress from kindergarten through their senior year of high school (Barrow, 2015).

Claessens (2017) suggests teachers, feeling like it is their duty to foster a TSR, evaluate the relationship based on friendly or hostile communication. Given the

similar demographics of T&I CTE students and teachers, teachers should have an

improved perception of TSRs even if the students report no noticeable difference

(Gehlbach et al., 2016). Claessens goes on to suggest complaints from both student

and teacher about the other are classic signs of a negative TSR and communication

between the two meets the minimum expectations; whereas, evidence of a positive

TSR includes frequent episodes of communication on a broader array of topics and

tends to be more informal. Teacher behaviors which are perceived by students to be

disingenuous, shallow, and impersonal, are ultimately disappointing to a student and

students report the rhetoric of care as being a large contributing factor toward a

negative TSR (McHugh, Horner, Colditz, & Wallace, 2013).

TSRs evolve as students age and certain complications should be considered

(Barrow, 2015). Consequently, TSRs involving students who have emotional

problems with undertones of conflict and dependency may be linked to performance

avoidance much the same as a student's perceived closeness with a teacher is

positively associated with the mastery of skills and goals (Thijs & Fleishmann, 2015).

Lee (2012) suggests a positive TSR coupled with academic press yield increased

behavioral and emotional engagement, as well as improved academic performance.

Of particular interest in the CTE T&I programs is the potential for negative TSRs. In

CTE classes, teachers tend to use a more indirect teaching approach with negative

reinforcement (Subin & Bindu, 2017).

The same demographics which lend themselves to bonding are also the

demographics which could be barriers to developing a positive TSR. The TSR

gradually declines in quality throughout the span of a student's years in school due in

part to the student's disruptive behavior and history of adverse attachments as well as

the decreased amount of warmth and caring shown by teachers as students get older

(McGrath & Van Bergen, 2015). Subsequently, male students report more conflict

with their teachers and male teachers report conflict with students of both genders

(McFarland, Murray, & Phillipson, 2016). If the typical T&I CTE teacher is male

and the typical T&I CTE student is an adolescent male, it becomes even more

important for the T&I teacher in CTE to understand the huge impact of a positive

TSR and to recognize students at risk for negative TSRs regardless of any

discrepancies in how the teacher and the student may view the same relationship.

    Summary. Learning to develop a positive TSR is as important for new

teacher success as it is for student success. When examining the evolution of teacher

preparation programs with regards to CTE, there has been little done to improve the

quality of CTE teacher preparation (McCaslin & Parks, 2002; Heath-Camp & Camp,

1990b). There is very little evidence identifying TSRs as a focus during induction

programs for new teachers recruited from business and industry. Regardless of

whether teacher preparation programs are professionalized or deregulated (Brewer,

2003), the unique needs of new CTE teachers must be considered as they are entering

the teaching profession, including the need to develop positive TSRs. Providing

pedagogical instruction is only half the puzzle. Experienced teaching professionals

are invaluable as teacher mentors induct new teachers into the profession. Sass

(2011) suggests the first few years of teaching are crucial in job satisfaction and

teacher retention. Sass goes on to say TSRs are the glue which binds the individual

components of teaching, and the ability to develop a high quality TSR is paramount

in developing a high-quality CTE teacher.

Who is the capstone meant to impact?

Ideally, a positive and meaningful TSR will allow both student and teacher to

gradually move from an emphasis on the development of a caring relationship to

placing more focus on the content area (Barrow, 2015). Learning to develop positive

and meaningful relationships with students will establish a culture of caring in which

students will thrive academically, emotionally, and socially.

Implemented fully, this capstone will positively affect teachers and students

alike. Not only is there extensive support of the impact of a positive TSR on student

success, there is also evidence that a positive TSR has a significant impact on a

teacher's job satisfaction, and subsequently, teacher retention (Veldman, van

Tartwijk, Brekelmansm, & Wubbels, 2013). Ultimately, this capstone is meant to

have a positive impact on Kentucky students who choose to enroll in CTE classes

outside of the traditional high school environment. Experiencing a positive TSR

during high school allows the student to develop socially and emotionally, laying the

foundation for positive interaction in the workplace after graduation. Students who

feel cared for, respected, understood, and appreciated in the classroom will have a

significant impact on their attitudes and behavior as adults. An impact not considered

at the inception of this capstone was the exposure of the shallow depth and narrow

breadth of demographic data for CTE students and CTE teachers.

How will the capstone project be implemented?

This capstone identified a deficiency in the accelerated instruction of new

CTE teachers and provides a viable solution for supplementing the current NTI

curriculum. Intended to be offered to a medium or large group of new CTE teachers,

this capstone is designed to maximize the dynamic nature of a group training session

by integrating a new CTE teacher's prior knowledge and attitudes about TSRs with

new, evidence-based information.

During the annual 4-day Kentucky Association for Career and Technical

Education (KACTE) summer conference, between 50 and 100 new teachers in

Kentucky's Area Technology Centers (ATCs) are required to attend the New Teacher

Institute (NTI), Kentucky's accelerated induction program for new CTE teachers. On

the second day of the conference, a 2-hour professional development session could be

offered to discuss the importance of the teacher-student relationship and its impact on

student and teacher success. Session participants would be provided with printed

materials which correspond to a visual presentation. During the presentation,

participants would engage in both individual and small group relationship-building

activities. The professional development session will be made available to attendees

at the 2021 NTI conference.

Why were this capstone and related strategies selected?

The motivation for this capstone project was due in part to the direct

observations of interactions between CTE teachers and CTE students, noting some

teachers are better than others at establishing and growing positive TSRs. From

teachers' personal perspectives as described in narratives, negative or toxic relationships between students and teachers lead to increased levels of stress which is a leading complaint of teachers who are experiencing feelings of burn-out. Historically, the average teaching career of new CTE teacher is between three and five years. If upon entry into the teaching field after being in the trade and industry sector for most or all of their adult life, a new instructor is more prepared to invest in a solid foundation of relationship building, then perhaps a successful teaching career can be elongated.

Instructional design strategy. This capstone is intended to influence the attitude, feelings, and perceptions new CTE teachers have about TSRs. Like any relationship, the TSR has both a cognitive and affective dimension and requires a time and emotional commitment. Subsequently, the affective learning goals of the Capstone Project are explicitly concomitant to its cognitive learning goals. The Affective-Cognitive Consistency theory is credited to Fritz Heider's work in 1946 with cognitive consistency which examines the relationship between a person's attitudes and beliefs (Millar & Tesser, 1898). The basic premise of the Affective-Cognitive Consistency states inconsistencies exist when a person's attitude is formed by a lack of knowledge. Heider suggested the possibility of changing the cognitive component of an attitude, acquired or learned from previous experiences, by presenting the learner with new information. Moreover, Simmons & Maushak (2001, p. 84) go on to say attitudes are "subject to fairly predictable change" when an individual is presented with new information.

When teaching and learning occur in the affective domain, consideration should be given to the learners' own motivation to learn as well as their existing attitudes, opinions, beliefs, and values they have related to the learning goals. Students must have some degree of motivation to learn; therefore, all learning objectives have some degree of an affective component. When examining a TSR, consideration should be given to the student's individual need, the teacher's motivation to address that need, and the student's acknowledgment of the teacher's response to that need.

In reviewing the literature, the recurring theme regarding TSRs was its significant impact on a student's academic, emotional, and social development throughout the various stages of a student's educational experience. Once the main theme is established, the focus of the presentation should shift to the positive TSR. Slides included in the presentation cover specific strategies which teachers could use to develop and nurture meaningful TSRs and their likely outcomes. Because the learning objectives for this capstone project are affective in nature, the participants of the professional development session should be encouraged to actively engage in the group activities in order to share their own unique experiences and perspectives on the TSR.

Although the main focus of the instruction is on the positive TSR, several slides in the presentation are dedicated to the negative TSR so that the session participants can readily identify potentially adverse conditions or situations and develop early intervention strategies. Knowing that all teachers and students will not

have the same motivation to develop a meaningful TSR or will have different perspectives on the same TSR, it was important to include a slide on common barriers experienced by other teachers along with strategies to overcome those barriers.

Limitations of the Study

While actions and behaviors lend themselves to direct observation, attitudes and related attitudinal changes are not so easily measured (Martin & Briggs, 1986), a change in attitude subsequent to targeted learning may be reflected in a change in the actions or behaviors of the learner. One of the most significant limitations of this capstone is the reliance on the participants' ability to perform an honest self-reflection on their attitudes and beliefs about a TSR at the secondary level for classes designed to prepare students for a skilled-trades occupation.

Although best practices in educational leadership are the cornerstone on which this professional development was created, limited experience with selecting and implementing the appropriate instructional design strategies may have an adverse effect on the quality of the training.

Reflections

At a time when social-emotional learning is being put under a microscope, this capstone is nothing if not timely. My commitment to improving the quality of a single program began when I accepted the role of instructor over a decade ago and was expanded to the whole school when I assumed an administrative role in 2014. Having had wonderful experiences of my own to draw from, I personally knew the

value of a positive and meaningful relationship with the many teachers and professors with whom I have become acquainted.

Making the climate and culture in my school a top priority was initially met with some resistance and its associated growing pains, but the results have been well worth the efforts. Using my own school and its teachers as my training ground has benefitted students and staff alike. When asked about the strategies we employed which propelled our school from the near bottom to the near top of accountability success, the answer almost always began with, "Investing in a meaningful teacher-student relationship." Encouraged by my peers to develop a formal training focusing on TSRs occurred simultaneously to my enrollment into a doctoral program focused on educational leadership. I do not believe I chose a capstone project, I believe it chose me.

Next Steps

This capstone project is ideally suited to be a catalyst for a closer examination of the unique relationships which exist within the CTE environment between the teacher and the secondary upperclassmen students. Instruction in the affective domain included early in a new CTE preparation or induction program lays the groundwork for follow-up at subsequent regional meetings or sessions for the entire cohort. Although this capstone project conceptualized supplemental instruction to be provided to Kentucky's new CTE teachers during NTI, the professional development session is appropriate for any new teacher without formal teaching training. As such, there is intentional preparation being made to submit an article for publication to

Techniques, a journal published by the Association for Career & Technical Education (ACTE), once the professional development session has been delivered and evaluated based on the feedback received. Other vehicles being considered for dissemination of this material include plans to present this material at the ACTE's national conference as well as the national conference for the Association for Educational Communications & Technology (AECT).

In addition to the gaps identified in the literature review for the relationships between teacher-student relationships, new teacher preparation programs, and CTE, another gap also identified is the availability or accessibility of demographic information of both skilled-trades CTE teachers and CTE teachers who taught non-skilled occupational courses. With the recent emergence of non-skilled-trades occupations being included under the CTE umbrella coupled with more emphasis being placed on CTE as a result of Kentucky's accountability metrics, discovering a gap in supporting data suggest an inconsistency exists between traditional teachers and CTE teachers in the standards of data collection or reporting. CTE is a unique subset of teaching and deserves tools specifically designed for CTE, including a comprehensive database and easily accessible data analysis. Albeit a huge undertaking, deliberate measures need to be taken to identify who our CTE teachers are and make that information readily accessible.

Capstone Project

Title

Meaningful Teacher-Student Relationships in Career and Technical Education

Training Outline

Overview

This professional development session is designed to be offered in one 2-hour

session specifically for trade and industry professionals who are seeking to obtain an

alternate teaching certification to teach in one of Kentucky's Career and Technical

Education (CTE) programs in an Area Technology Center (ATC). Appendix A

provides a suggested agenda for the 2-hour professional development session. The

new CTE teacher will be provided information on:

- The importance of a Teacher-Student Relationship (TSR)

- How to develop and grow a TSR

- Identifying barriers to a positive TSR and strategies to overcome them

Problem

New CTE teachers in Kentucky are not being adequately prepared to develop

and grow meaningful, positive teacher-student relationships. Trade and industry

professionals from the workforce are being heavily recruited to assume teaching roles

in the CTE classroom. The accelerated course in teaching provided by the New

Teacher's Institute places considerably more emphasis on the technical aspects of

teaching than on arguably the most critical "R" in education – relationships.

There is very little evidence identifying the TSRs as a focus during induction programs for new teachers recruited from business and industry. Currently, Kentucky's New Teacher Institute (NTI) is a two-year program which consists of 118 hours of intensive training on instructional strategies, lesson planning, classroom management strategies, and other professional responsibilities. One full day is dedicated to discipline, inappropriate behavior, designing interventions and consequences, and the enforcement of classroom and schoolwide rules and policies. In order for students to be successful, they must feel supported by the teacher and connected to the environment (Ellerbrock et al., 2015). All teachers, especially those of adolescents, are encouraged to include a humanistic component to teaching as "it is the keystone for all aspects of class management" (Owusu-Ansah & Kyei-Blankson, 2016, p. 7).

Learning Objectives

Upon completion of this professional development session, the new CTE teacher will be able to:

- Describe the characteristics of both positive and negative teacher-student relationships.

- Discuss the benefits of a positive teacher-student relationship

- Identify strategies to begin developing meaningful teacher-student relationships.

- Identify barriers to positive teacher-student relationships and ways to overcome them

Guiding Question

Do new CTE teachers in Kentucky understand what impact the teacher-student relationship has on student success and how to develop meaningful relationships with their students?

Key Vocabulary:

- Andragogy

- Pedagogy

- Vocational education

Materials:

- PowerPoint (See Appendix B for slides with presenter notes)

- Handouts (See Appendix C)

Professional Development Session Activities

- Initiating learning: This professional development session begins with a brief introduction asking the session participants to reflect on their own teacher-student relationships.

- Context-based learning: Provide new information to session participants and provide an opportunity for session participants to interpret and create context through conversations with other session participants.

- Interactive group activity: Divide session participants into groups (by table). Have peers collaborate to fill out handouts. A short discussion will follow each handout.

- Feedback and reflection

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Appendices

Appendix A

Professional Development Agenda

Training Agenda

Time	Agenda	Slide(s)	Handout
5 minutes	Introduction NTI Recap Objectives	1,2,3	
5 minutes	Activity: Self-reflection Inventory	4	#1: TSR Self-reflection Inventory
10 minutes	History of CTE instruction	6	
5 minutes	The Highly Qualified Teacher	7	
5 minutes	Who is the CTE instructor in an ATC?	8	
5 minutes	Changing Demographics	9	
10 minutes	Why the TSR is Important • Improved academic success • Improved attendance • Better parent conferences • Improved behavior • Promotes Equity	10	
10 minutes	Group Activity • Building relationships with students • Building relationships with parents	11	#2: Building relationships with students #3: Building relationships with parents
10 minutes	Strategies to build a positive TSR: Video • Genuine caring • Getting to know the parents	12 13 14 16	
10 minutes	Negative TSRs • Characteristics • Effects	17 18 19	
5 minutes	Barriers to Positive TSRs	20	
10 minutes	Group Activity: • Identifying Barriers	21	#4: TSR Barriers

5 minutes	Characteristics of a Positive TSR	23
5 minutes	More Strategies to build a positive TSR: • Promote positive self-esteem • Positive classroom pride • Constructive criticism	24 25 26
5 minutes	Effects of a meaningful TSR • Increased Student Engagement • Increased Student Confidence • Improved Student Attendance • Increased Student Success • Improved Academic Performance	27
5 minutes	Reflection and feedback	28
110 minutes	Total Time for Professional Development	

Appendix B

PowerPoint Presentation with Presenter Notes

Introduction.

Relatable parts of my professional background: As a nurse, I understood the importance of the relationship between the caregiver and the patient and its effect on patient outcomes. As a nurse educator, I also understood a similar relationship existed between nursing faculty and their students.

My CTE background: I was offered the position of Health Science program coordinator on my birthday on 11 October 2011. I witnessed the revolving door through which teachers exited almost as quickly as they entered. As the program instructor, I only knew what was happening in my program. When I accepted the role of principal of the school in January 2014, I noticed some programs were more successful than others and began to question, "Why?"

I was very surprised to see that a few teachers in my school rarely, if at all, expressed any positive feelings about teaching or about their students. I wasn't a bit surprised, though, to find out that these programs were the least successful.

I didn't know it at the time; but, that is where this session was conceived.
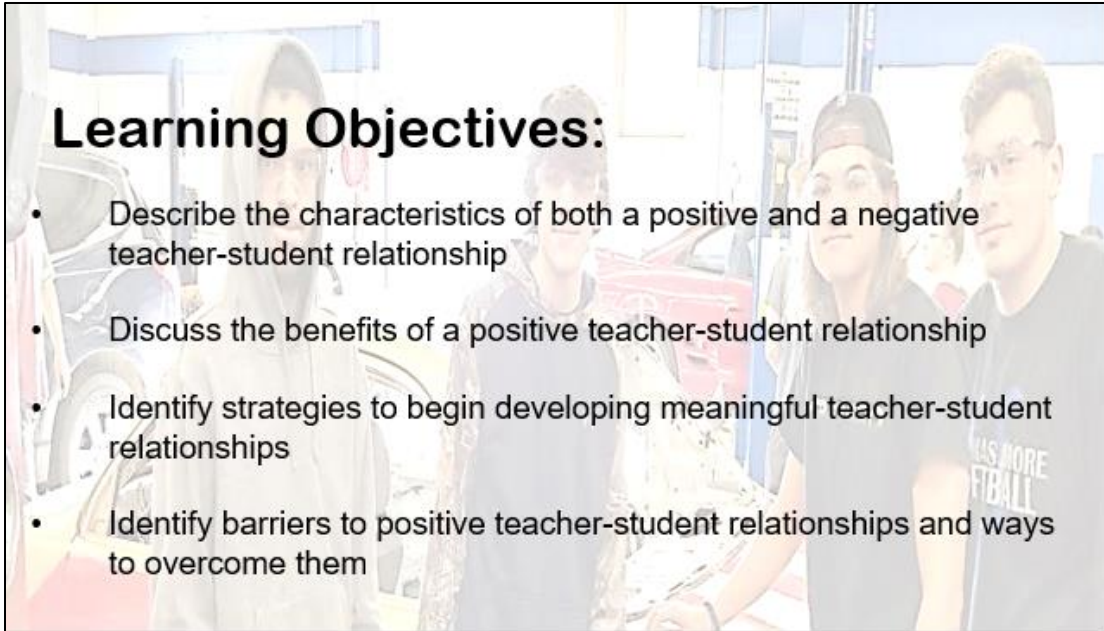
Show of hands – how many of you heard the word pedagogy for the first time this week?

So far, the New Teachers' Institute has introduced new CTE teachers to curriculum maps, lesson plans, project-based learning, bell ringers, questioning techniques, assessment techniques, and classroom management strategies. A bit overwhelming, isn't it?

What if I told you there was one component to pedagogy you could add that would bring all this together and make your students and your program more successful, and make your job just a little easier?

What if I told you it would only take 2 minutes each day?

Your extensive expertise in trade and industry is one reason you are sitting here today.

You'll be glad to know that students are more likely to forgive your personality if they know you have experience in the field. Unfortunately, that expertise will only get you so far.

Today's training session is going to give you the glue you'll need to combine your expertise with everything you've learned so far about how to teach.

Today, we're going to talk about the teacher-student relationship. Not many people would argue about the impact of a supportive relationship. The relationship between a teacher and a student is no different.

Before you leave this session, these are the things I hope you take with you:
- Being able to tell the difference between characteristics of a positive teacher-student relationship and a negative teacher-student relationship
- Know how a positive teacher-student relationship benefits you and your students
- How to develop and grow meaningful relationships with your students
- Identify barriers to a positive teacher-student relationship and ways to overcome them

This is a three-part exercise.

1. Ask participant to place a checkmark in the column which corresponds to their own teaching practice.

2. Ask participants to think about their favorite teacher in high school and then place a circle in the column which most closely describes the frequency with which their favorite teacher performed the activity.

3. Ask participant to recall their least favorite teacher in high school and then place an X in the column which most closely describes the frequency with which their least favorite activity performed the activity.

Ask participants to compare where they rated themselves against their favorite and least favorite teacher in high school.

Ask the audience, "How many of you remember *The Teacher's Lounge*?"

What kinds of things do you think they were talking about? Allow time for a few responses from the audience.
        *note responses which include complaining about their students

If there were responses referring to complaining about students, ask participants to expand their responses. What were they complaining about?

Ask participants to think about their favorite and least favorite teachers in high school and consider what, if any, impact both teachers had on them in high school and after they graduated.
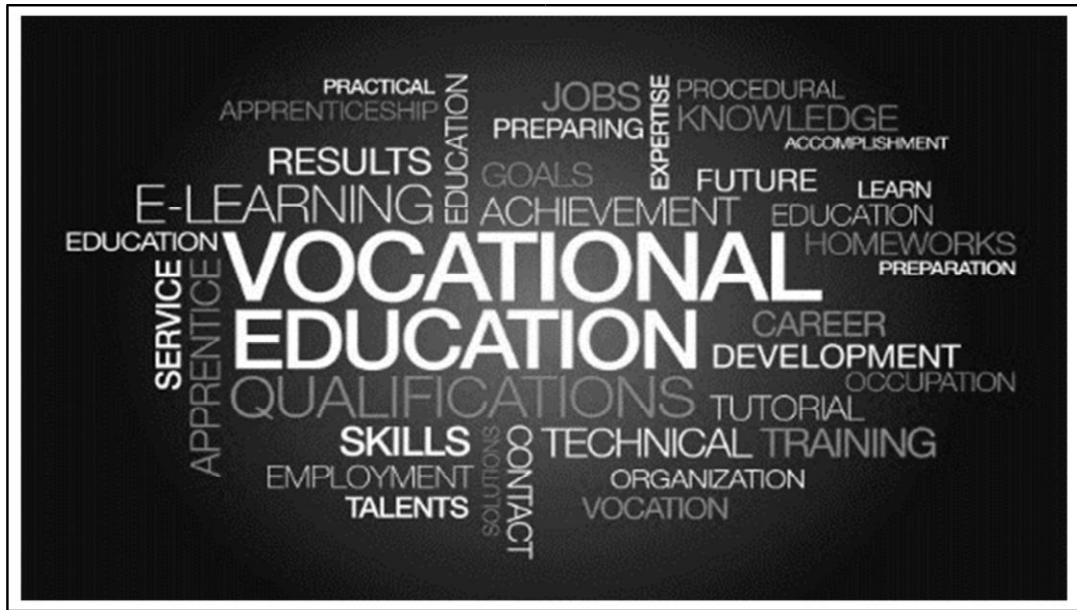
Today, vocational education isn't black and white. Show of hands – how many of you refer to your school as a vocational school? How many refer to your school as an ATC? Even though both seem to be used interchangeably, there is a big difference between the two.

I can't take you where we're going if you don't know where we've been. While the term "vocational education" is still being used, it is important to understand the difference between it and "career and technical education."

Vocational education in the 1900s was directed at training students to perform trade-specific manual skills. Historically, the mindset was professionals from trade and industry didn't need any training to teach their trade. Show of hands – who in here thinks they were born knowing how to teach?

Let's fast-forward to the 21st century. Do you think technology has had an impact on our social and cultural environments? Do you think technology has had an impact on skilled trades?

Students are still trained to perform manual operations or practical applications in one occupational area, but today's student needs to understand how technology is applied to a cluster of occupations in a specific program of study. Today's student has to be able to effectively use technology, problem-solve, and communicate! And who better to teach them than a highly qualified teacher? (Lead-in to next slide: What makes a high-quality teacher? Ask participants to provide a few responses.

(Curriculum Development Council, 2018)
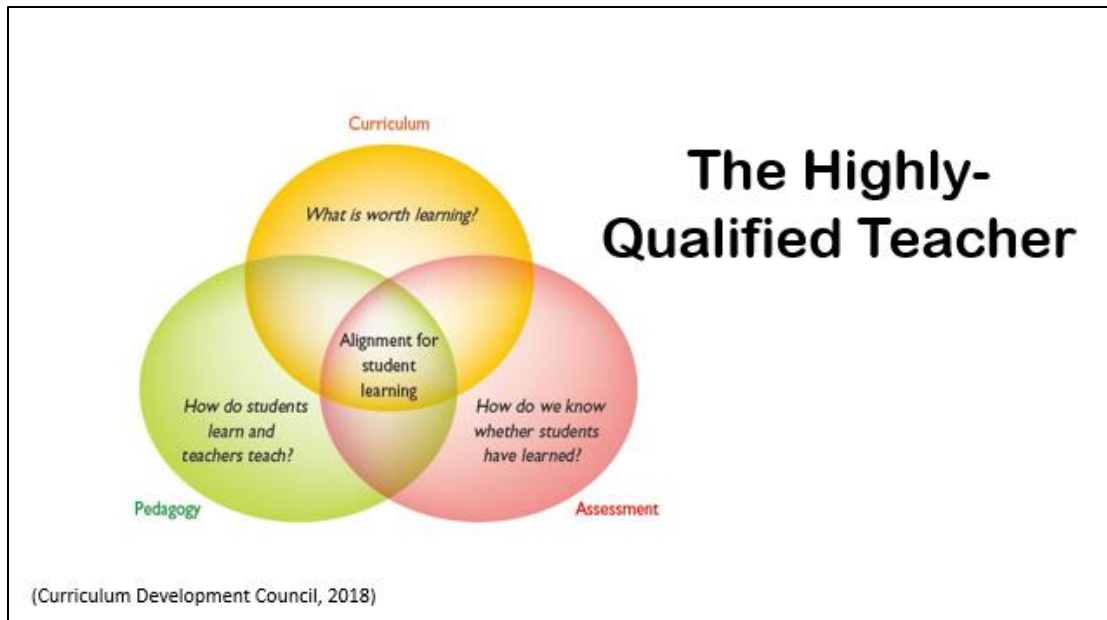
A high-quality teacher is the most significant factor contributing to a student's success. Period.

What makes a high-quality teacher, though? Ask the audience to provide a few responses.

A high-quality teacher:
1. Knows their subject (curriculum) – why you were hired.
2. Knows effective teaching strategies (assessment) – why you're in NTI.
3. Knows their students (critical to pedagogy) – why I'm here.

Let's talk "Pedagogy." It's the art of teaching. Literally translated, it means leading children. Another component which should be considered when teaching high school juniors and seniors in CTE is andragogy. Andragogy focuses more on the process and less on the content being taught to adult learners.
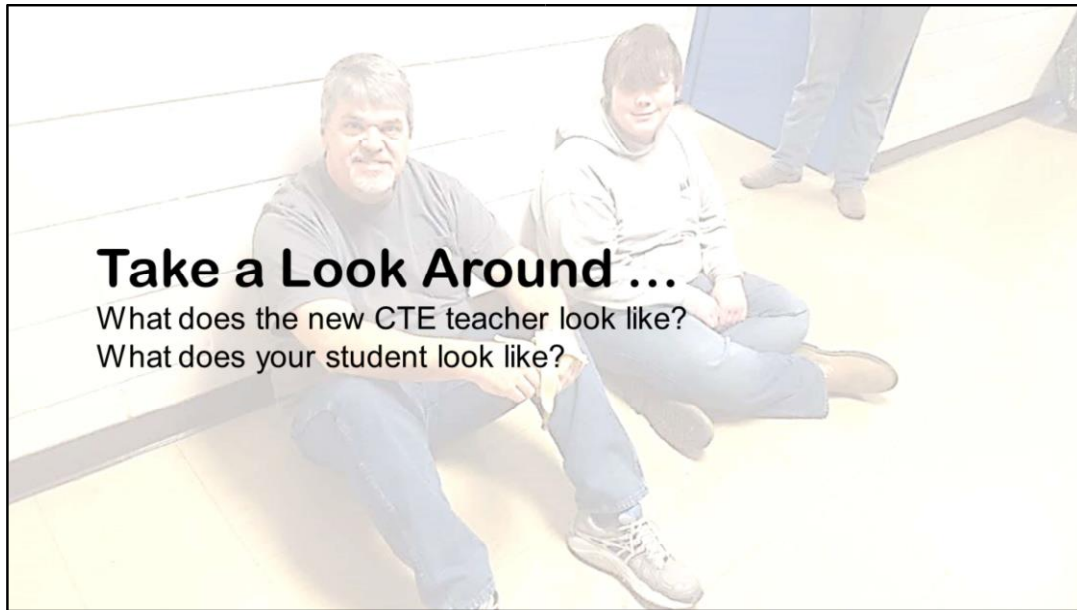
Take an audience poll. Ask how many participants are _____ (fill in the blank with various skilled-trades occupations). Ask how many participants are teachers. Will the CTE instructor will readily identify as a trade or industry professional, as a teacher, or both? Why or why not? Ask the audience for two or three responses.

Ask the audience to look around and take a quick inventory of the demographics and supply some generalizations.

Would it surprise you to know that over 95% of the construction, manufacturing, or transportation skilled-trades teachers in CTE are white men around 50 years old? How close are we in here?

For those of you who have already been in front of the classroom, visualize your students and provide a generalization of the demographics in your classroom. Allow time for a few responses.
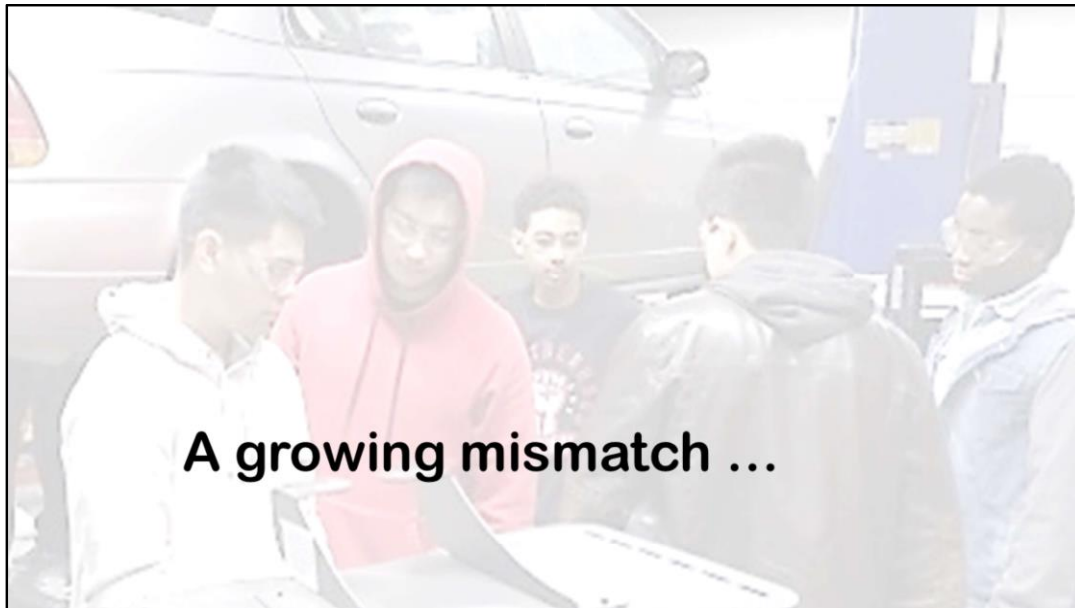
Currently, 68% of CTE students in skilled-trades pathways are White, and 80% to 98% of secondary CTE students are males.

By 2024, it is projected that less than half of public school students will be White, 29% will be Hispanic, 15% will be Black, and 6% will be Asian.

Although the teacher-student relationship is not necessarily hinged on race, students tend to have better academic outcomes when the teacher and the student are of the same race or ethnicity.

Consider how you can make connections with students, including those from diverse backgrounds.

How much do you know about your students' home life?
- Ask the audience for a few short responses to describe the students in their classes.
- Ask the audience how much they know about their students':
  - socioeconomic status,
  - grades
  - behavior
  - family living situation
- Ask the audience for a few responses on any stigmas they are aware of which are attached to CTE students.

Positive and meaningful relationships between the teacher and the student have a direct impact on the classroom culture.

Students who feel cared about are less likely to avoid school and will be more engaged in the learning.

Positive TSRs are often found in energetic, engaging classrooms where student expectations, behavior and academic, are high.

As the TSR improves, so the overall behavior and performance in the classroom. Students are more likely to follow rules if they have a connection with their teacher.

Lee (2012) suggests a positive TSR coupled with academic press yield increased behavioral and emotional engagement, as well as improved academic performance.

A positive TSR contributes to a student's social skills and emotional health.
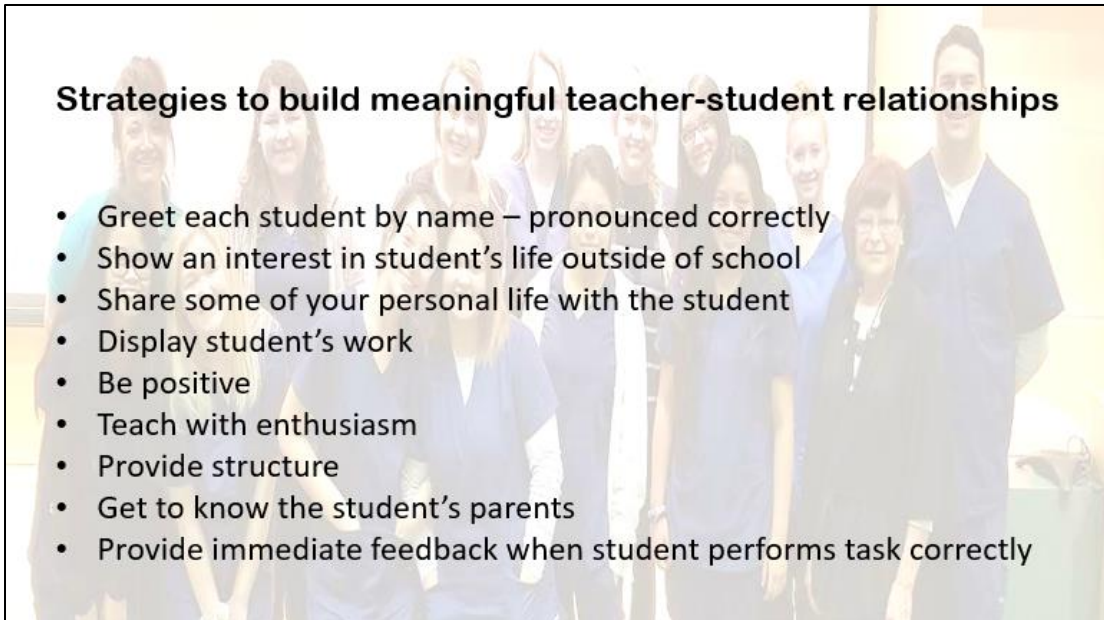
Small-Group Activities:
(*Audience is already in a workshop setting with 4 to 6 people seated at a round table*.)

Ask each small group to designate a scribe to record on the handouts.

1st activity – ask groups to brainstorm strategies or activities CTE teachers can use to develop and grow a positive relationship with their students and record them on handout #1. A short discussion with the whole group will follow the activity to compare the responses from each group.

Have a short discussion about the strategies listed by each group to build a positive teacher-student relationship.

The strategies should include:
- Greet each student by name – pronounced correctly
- Display students' work
- Show interest in your students' lives outside the classroom
  - Ask a question, listen to the answer, ask a follow-up question
  * Demonstrate this by asking a session participant a question about their family
- Tell your students a little about you
- Teach with enthusiasm

Ask the audience if any group listed strategies to build a relationship with a student from a diverse background.

Let's see what these students and their teachers have to say about the teacher-student relationship.

Show video.

Video: How to use empathy and perspective-taking to strengthen relationships with students from diverse backgrounds (9:08).

Transcript of video:

00:22 - When I have a good relationship with my teacher, I'm more respectful. I'm more kind because I know this person. Why would I be rude to them? Why would I not like not listen to them.

00:38 - Well, it pretty much started like in the beginning of the year. Like how they connected to us. Like doing activities on how like they wanna learn more about us. Kind of like what were our hobbies. What we liked, and after that, you know, just respecting them. And they respected you back, and you started liking them the way they treated you.

00:59 - They come ask them a couple of questions, and ask them how they're doing. It doesn't have to be necessarily about school, but it could be also about their personal life.

01:09 - Get to know that kid. Get to know each individual kid to the best of your ability, because each kid has a story. Just like we each have a story of where we came from, so does the kid. And they have life experiences that you as a teacher may never have. So you can learn from them.

01:31 - The growing diversity of the students we teach, and the influence that relationships have on student learning means that we must use culturally responsive ways to reach each student. Especially if their racial or cultural background is different from our own. We also know that teachers have fewer discipline problems when students view them as caring and involved. In this video, we share strategies from two high school teachers in Salem, Oregon. Both use perspective-taking and empathy to build relationships with students from diverse cultural and racial backgrounds.

02:14 - Perspective-taking skills help us understand what students are thinking or feeling in a given situation. It requires an understanding of their beliefs, attitudes and personality, how they react in different situations and their communication style. As educators, we should actively seek information

from students to better understand their perspective and avoid misunderstandings that may harm relationships.

02:41 - Here are a few key things to remember when practicing perspective-taking.
02:47 - Know your own perspectives.
02:49 - Be aware of how your attitudes, values and experiences influence your opinions and actions.
02:55 - Show genuine interest in your students.
02:57 - Let them know that getting to know each of them as an individual is important.
03:02 - Ask students about their opinions, interests and background.
03:06 - Listen to what students say and avoid making judgments.

03:11 - You know, greet the students. Say hello. Go out of your way to make them feel comfortable. And I always jokingly tell kids, because I do it all the time but sometimes I can't be at that door, when they walk in and they say nothing to me. And I jokingly tell them, hey, you're entering my classroom, my room. This is kind of like my home. So just like our parents taught us, you know, when you come into somebody's home, you greet them. You say, hello. And if you don't know them you introduce yourself to them. That's kind of what I wanna do with my students. I wanna start there. And as the year goes on, semesters pass, it's a constant check in. Like, hey, how is that going or what did you do this weekend? Oh, really, tell me something about that. And I think they feel that. I think they honestly, I think they really do like those moments even though they might make you feel awkward at times. Or give you a look like, why are you asking that? It's just showing them that you're interested in the relationship. And I think that's where everything takes off from. Yeah. It's just showing an interest in building a relationship with that person.

04:21 - Building relationships to me looks like sometimes starting with the most basic question. It could be, do you have any siblings? I'm the middle child so I'll use that a lot. Like, oh, you're so lucky you're an only child. But the reality is you just have to be willing to be authentic. Nobody knows fakes better than teenagers. If you're asking a question that you don't care about the answer to, they know. And so they're gonna give you an answer that they don't care about either. And you can't connect with that.

04:58 - Our cultural background influences how we communicate and act. Cultural differences can lead to misunderstandings and unnecessary discipline situations that may include removing the student from classroom instruction. Before disciplining a student, educators should find out if the situation is due to a cultural misunderstanding or a genuine discipline concern. Empathy is identifying with the point of view and feelings of another person. Compassion is actively reaching out to help. Both require knowing a student's perspectives and understanding how they are feeling.

05:32 - Here are some things to remember in these situations.
05:35 - Stay calm.
05:37 - Use empathy and active listening.
05:39 - Express care and concern about the student's feelings and tell them you want to help.
05:45 - Be aware the student's and your own non-verbal communication.
05:49 - Use a nonjudgmental, solution-focused approach.
05:53 - Give yourself and the student time to reflect.
05:57 - Decide whether you should talk to the student privately.

06:01- I like to just let them know that you're allowed to have this bad feeling and right now maybe you're not prepared and ready to engage with what we're doing. But as soon as you are, I'm ready to have you back and as long as you're not taking away the opportunity from somebody else, feel free to be in this space. But make sure that when you're back, you're back and you're engaged. I definitely

have used that quite a bit in the last few years with students. It's just knowing that they come in, they're tired, they haven't slept, they didn't eat breakfast. There's all kinds of things that they deal with on a regular basis. And not trying to project that education is more important to them at that point, goes a long way, right? Yeah, it is really important to be here and to do what we're asking you to do, but it's also important for you to take care of yourself and feel comfortable doing that in my room, can go a long way, yeah.

07:03 - I constantly come back to just being transparent and just saying, okay, so I kinda thought this was what you meant or this is where you're going or this is where you're coming from. And either, whatever is appropriate, either I'm sorry. I obviously didn't understand you correctly. Or can you tell me a little bit more about what you meant by this. And so just being transparent and okay, I'm lost here. You gotta help me out. And what did you mean by that? Or how does that work? As soon as you leave the building, what does that look like for you at home or what does that look like over break?

07:39 - But I think that when you're talking about dealing with kids at this point in history of the world, you have to look at it differently, because these kids are growing up differently. They're exposed to different things that past generations haven't been. And so I feel like our kids today really thrive on like what they would call realness. And they wanna sense that adults in their life are sincere and that they're being genuine with them. And so I would just suggest being genuine and being quote unquote "real" with our students. And whatever that looks like to you, apply that and see where it takes you because I think it can go a long way.

08:33 - [Vicki] For more information and resources from REL Northwest related to reducing discipline disparities and building a positive school climate, please visit our website. Operated by Education Northwest, REL Northwest is one of 10 Regional Educational Laboratories funded by the US Department of Education's Institute of Education Sciences.

Ask the audience what resonated most with them from the video.

For me, it was when the male teacher said, "And not trying to project that education is more important to them …, goes a long way, right?"

Students who feel cared for will enjoy coming to school and will want to perform well for the person who cares for them.

Finding meaningful ways to connect with each student will strengthen the TSR. Often, listening to a student for a few minutes will provide the CTE teacher with insight on how to connect with the student.

A teacher who shows an interest in the student's personal life and is willing to share some of their personal life with the student will have a stronger connection with the student.

Ask the audience if they remember these terms from the video:

- Authenticity – be "real."

- Empathy is identifying with the point of view and feelings of another person.

- Compassion is actively reaching out to help. Both require knowing a student's perspectives and understanding how they are feeling.

Ask if any group identified parental involvement as a strategy in the 1st activity.

2nd activity – ask groups to brainstorm strategies or activities CTE teachers can use to develop and grow a positive relationship with their students' parents and record them on handout #2. Have a short discussion with the whole group following the activity to compare the responses from each group.

Getting to Know the Parents

- Call parents at the beginning of the year to introduce yourself
- Call or email parents to share student's accomplishments or success
- Invite parent to be a guest speaker
- Host a parent night or an open house

Have a short discussion about the strategies listed by each group to build a positive relationship with students' parents.

While making a home visit may not be an option for the CTE teacher, there are other ways to develop a relationship with each student's parents.

The strategies should include:
- Phone calls and emails to parents
- Invite parents to be guest speakers
- Host a parent night or an open house

Designated time during a teacher's office hours, or planning period, to make phone calls to a parent at the beginning of the school year can lay a foundation for effective communication later on in the year.

Calls and/or emails which share news of their student's achievement or success are as important as the calls and/or emails with issues of concern. Parents who feel like a teacher knows and cares about their child are more likely to be open to communication and suggestions offered by the teacher.

CTE provides unique opportunities for parents to participate in the CTE classroom. Inviting parents into the classroom for an open-house or a parent night to become better acquainted with the environment allows them to see first-hand the equipment their children are using and the skills being taught. Parents who have relatable experiences or skills are a valuable resource as a guest speaker.
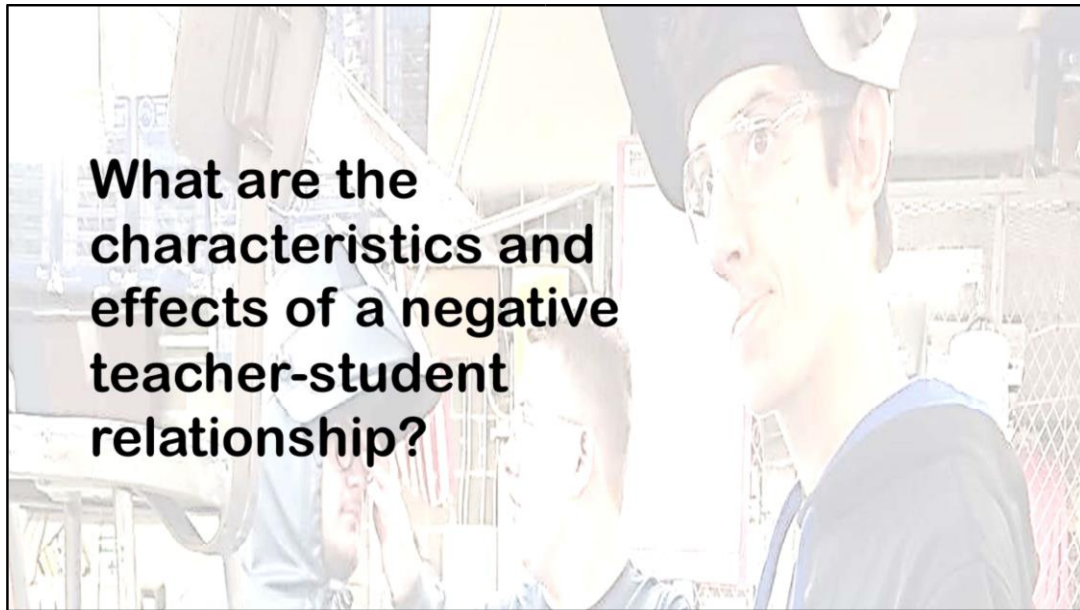
Ask the audience to describe what they think a negative teacher-student relationship looks like.
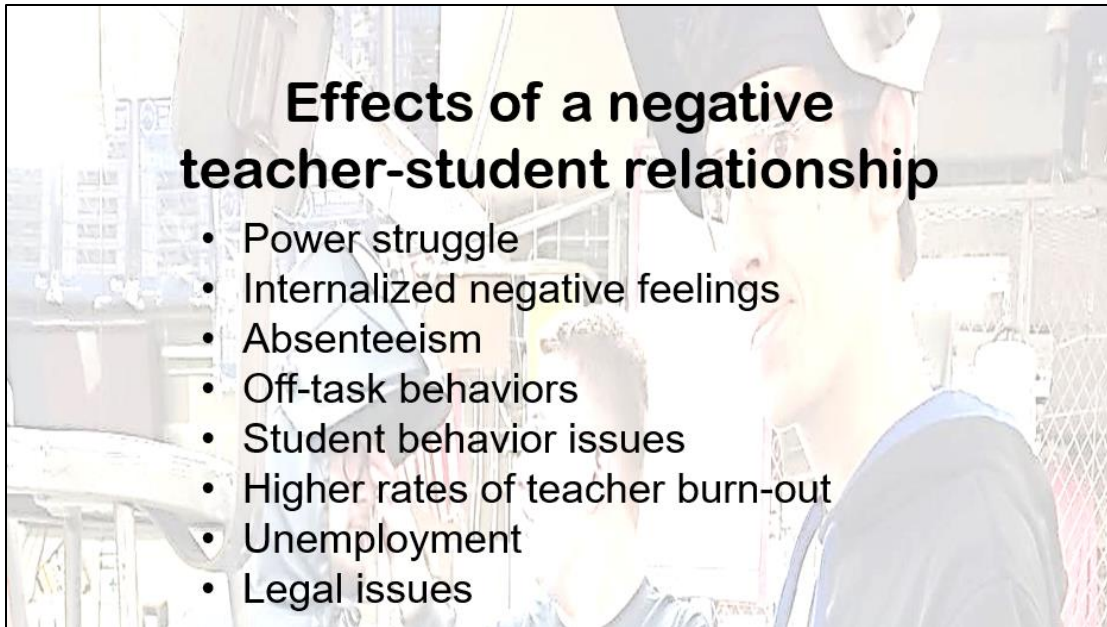
The next 2 slides will cover characteristics and effects separately.
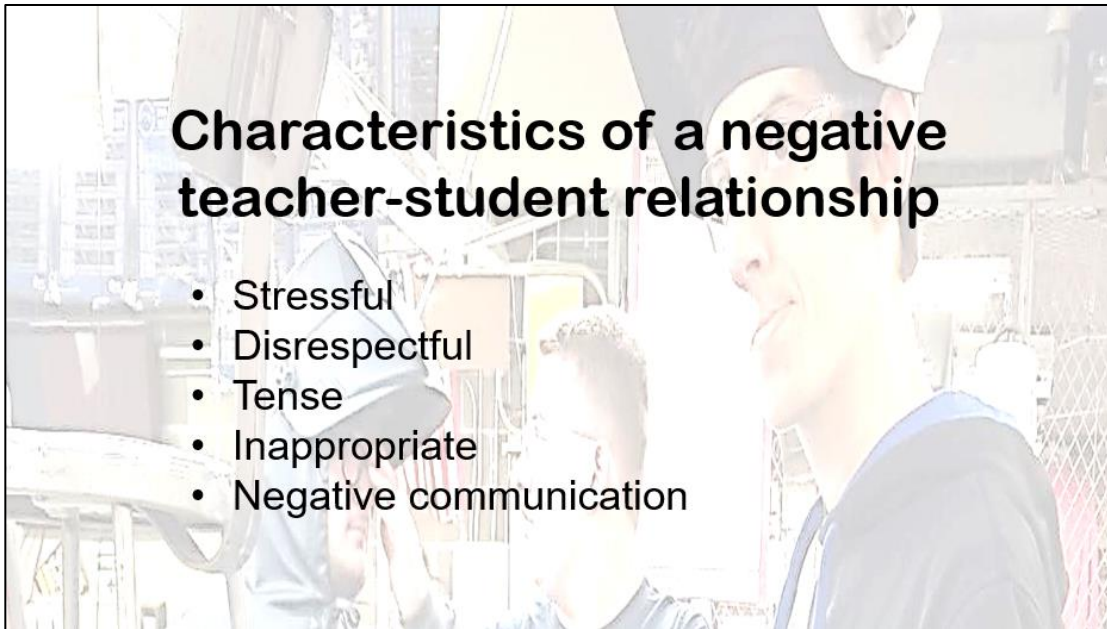
Ask the audience to provide an example of each of these characteristics.

Allow time for short responses.

Once each characteristic has been addressed, ask the audience to describe what they think the effects of a negative teacher-student relationship would be.
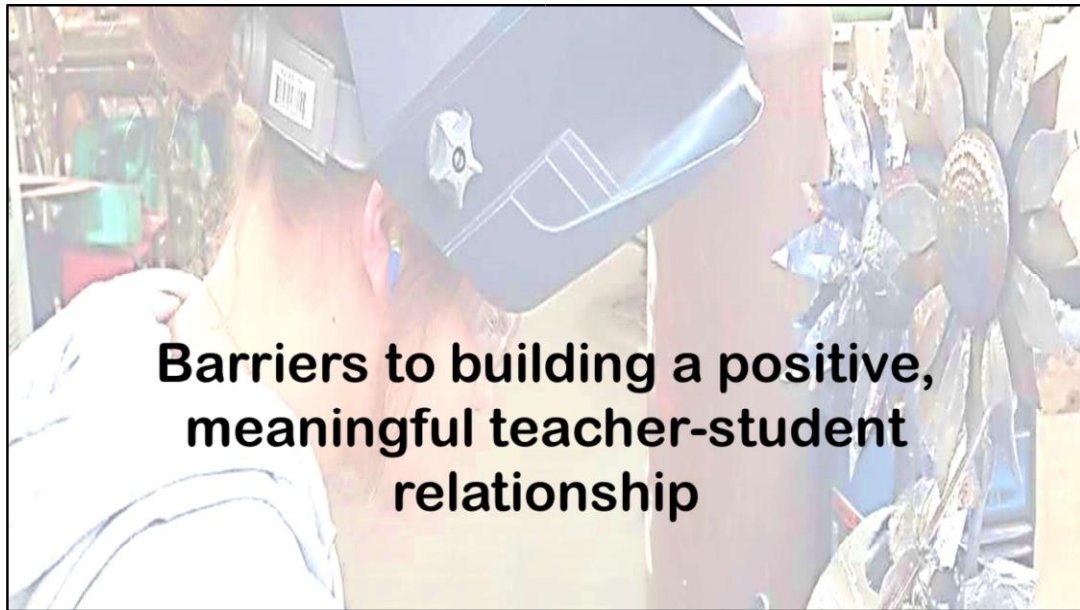
Discuss how a negative teacher-student relationship contributes to each of these.

Something to consider …
Do these behaviors CAUSE a negative TSR, or does a negative TSR cause these behaviors?

Ask the audience if they've ever heard the phrase, "The rhetoric of care?"

Ask the audience what think the phrase means.

Teacher behaviors which are perceived by students to be disingenuous, shallow, and impersonal, are ultimately disappointing to a student and students report the rhetoric of care as being a large contributing factor toward a negative TSR (McHugh, Horner, Colditz, & Wallace, 2013).

Ask groups to share some of the barriers they listed and possible ways to overcome them. Ask other groups if they have more ideas on how to overcome the barrier.

Three reasons teachers cite why they don't always like their students include the student's behavior, the student being perceived as unteachable, and complaints of the student's refusal to study. One teacher blatantly said, "They don't pay me to like students."

Small-Group Activity:

Using Handout #4, groups will spend a few minutes discussing potential barriers to developing and growing a positive meaningful TSR and discuss ways in which those barriers can be overcome.

Ask each small group to designate a scribe to record on the handouts.

Ask groups to brainstorm possible barriers CTE teachers may encounter when trying to establish a meaningful relationship with a student.

For each barrier, list ways the CTE teacher can overcome the barrier.

Have a short discussion with the whole group to follow the activity to compare the responses from each group.

What are the characteristics and effects of a positive, meaningful teacher-student relationship?
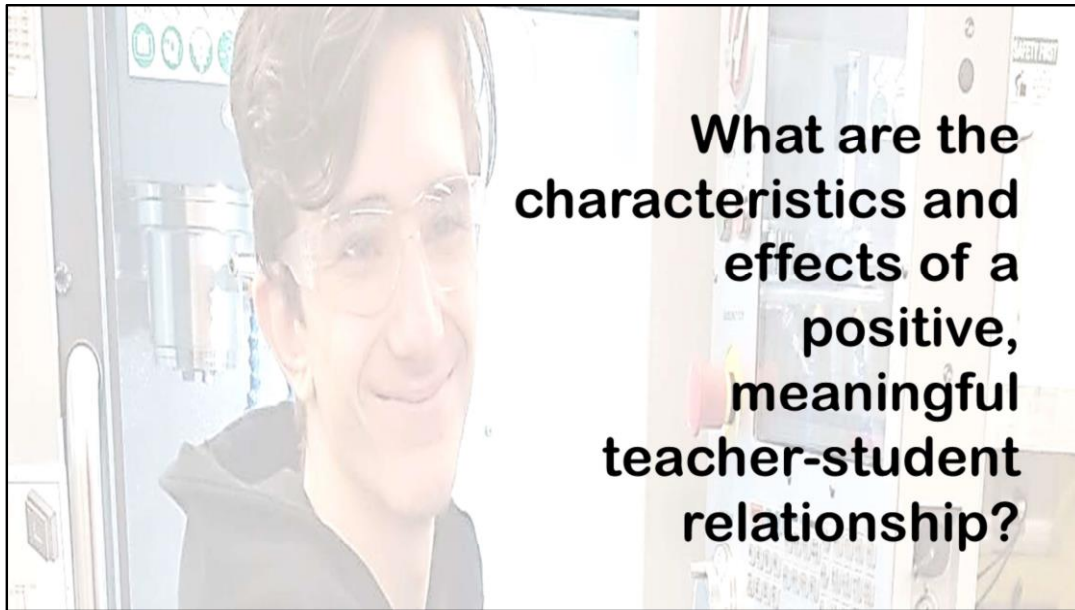
Ask the audience to describe what they think a positive teacher-student relationship looks like.

Ask the audience to provide an example of each of these characteristics.

Allow time for short responses.

Other characteristics include:
- Genuine caring
- Promoting positive student self-esteem
- Positive classroom pride
- Constructive criticism

Students who appear to be disengaged or disinterested in the activities in the CTE classroom may simply be afraid of performing a new task or skill incorrectly.

CTE teachers should include activities they know the student can achieve to set the student up for success. Scaffold learning on what the student already knows from previous experiences.

Adjust teaching strategies to fit the student's experience level, even if it includes the need to unlearn previously learned bad habits or improper techniques.

Provide guided experiences when demonstrating and teaching new skills and by prioritizing learning needs.

Encourage the student to engage in positive self-talk and discourage negative self-talk. Similarly, the CTE teacher should express a belief in each student's ability to be successful.

Showcase a student's accomplishments whenever possible in the classroom, in the school's common areas, and on the school's website. Displaying pictures of students send a message that they are valued and so are their successes. Pictures that remain on display throughout the year allow the student to positively reflect on their physical, intellectual, and emotional growth.

Have you noticed the backgrounds of my slides? These are all photos of my students and my instructors.

What are some ways you can showcase your students' accomplishments?

Allow time for audience responses. Answers could include:
- Student-of-the-month photo on display throughout the year
- Trophy case prominently displaying program or student awards
- Social media posting

Learning is facilitated by positive and immediate feedback which is unbiased and objective. CTE teachers need to monitor the student's performance and make suggestions for improvement in a non-threatening or embarrassing manner. Allow students to keep their dignity because a student will remember how a teacher made them feel long after they have forgotten what the teacher taught them.

The CTE teacher should choose words which avoid the use of jargon or create negative perceptions. The CTE teacher is already recognized as the industry expert who is teaching their trade to secondary students, there is no need to "talk down" to the students.
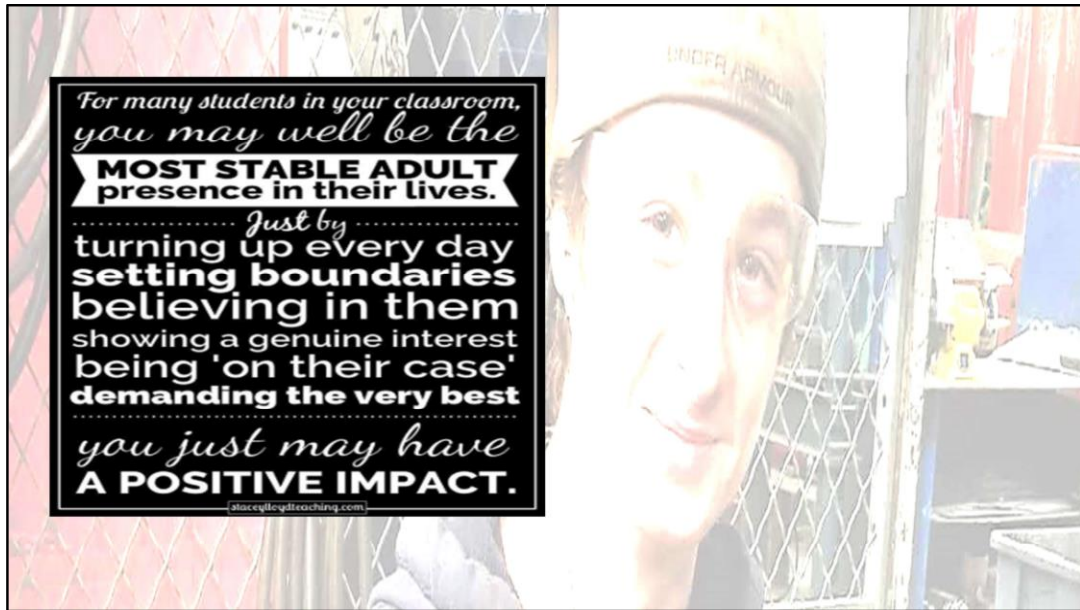
Ask for a CTE teacher from _____ (fill in the blank with various program areas present) can share with the group an example of talking over the student's head.

Repeat until all programs have been represented.
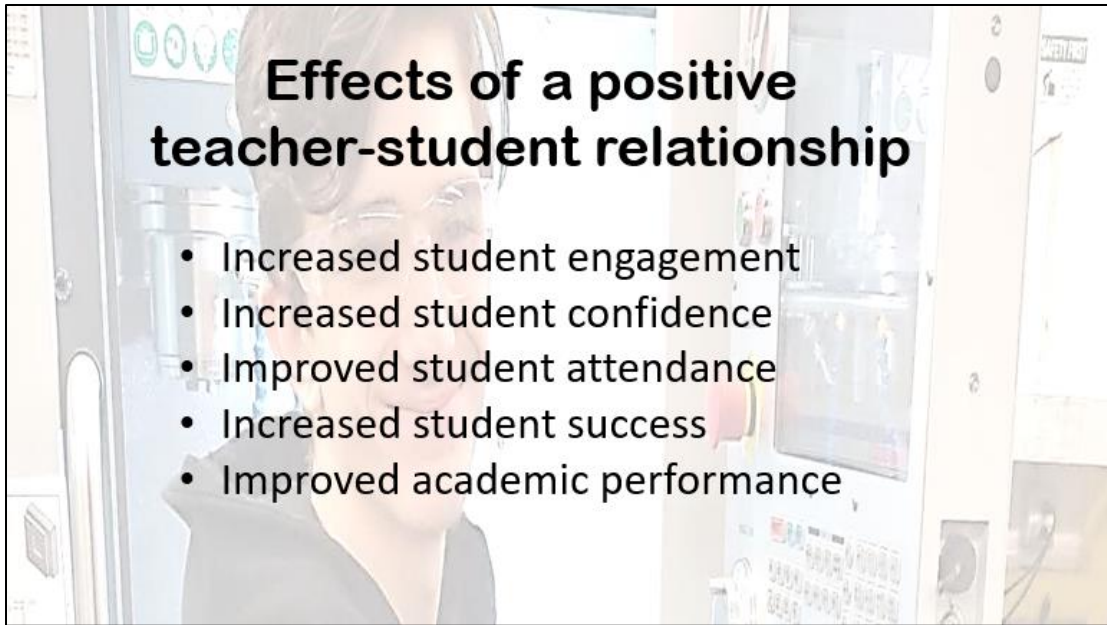
Discuss how a positive teacher-student relationship contributes to each of these effects.

Allow a short time for the audience to provide responses.

Reflection and feedback.

Leave participants with this thought: "For many students in your classroom, you may well be the most stable adult presence in their lives. Just by turning up [showing up] every day, setting boundaries, believing in them, showing a genuine interest, being 'on their case,' and demanding the very best, you just may have a positive impact."

Ask for people in the audience to share what this slide means to them.

Ask if there are other ways which we haven't talked about during the last few hours which a teacher could be a positive influence on a student.

Appendix C

Handouts

A Self-Reflection Inventory for New CTE Teachers

Consider the following strategies and indicate how often you use them:

	Rarely	Occasionally	Frequently
I greet my students by name at the beginning of class.			
I demonstrate respect and caring when I interact with my students.			
I speak to my students in a calm tone of voice.			
I share my positive feelings when interacting with my students.			
I communicate to each student my belief in their ability to succeed.			
I promote positive self-talk; I discourage negative self-talk.			
I am patient with each student.			
I make time for personal communication with each student about life outside the classroom.			
I consider each student's individual needs and abilities when planning lessons and activities.			
I convey acceptance of each student's individual differences.			
I model appropriate behavior to each student.			
I provide sincere, positive feedback to my students about their work.			
I ask the students for their feedback on the assignments.			
I have designated office hours			
I encourage each student to utilize my office hours.			
I have a class website which is updated regularly.			
I distribute a class newsletter on a regular basis.			
I call the student's parents to share positive messages of success or accomplishments.			
I send emails to parents sharing their student's success and accomplishments.			
I make opportunities for parents to participate or observe in the classroom.			

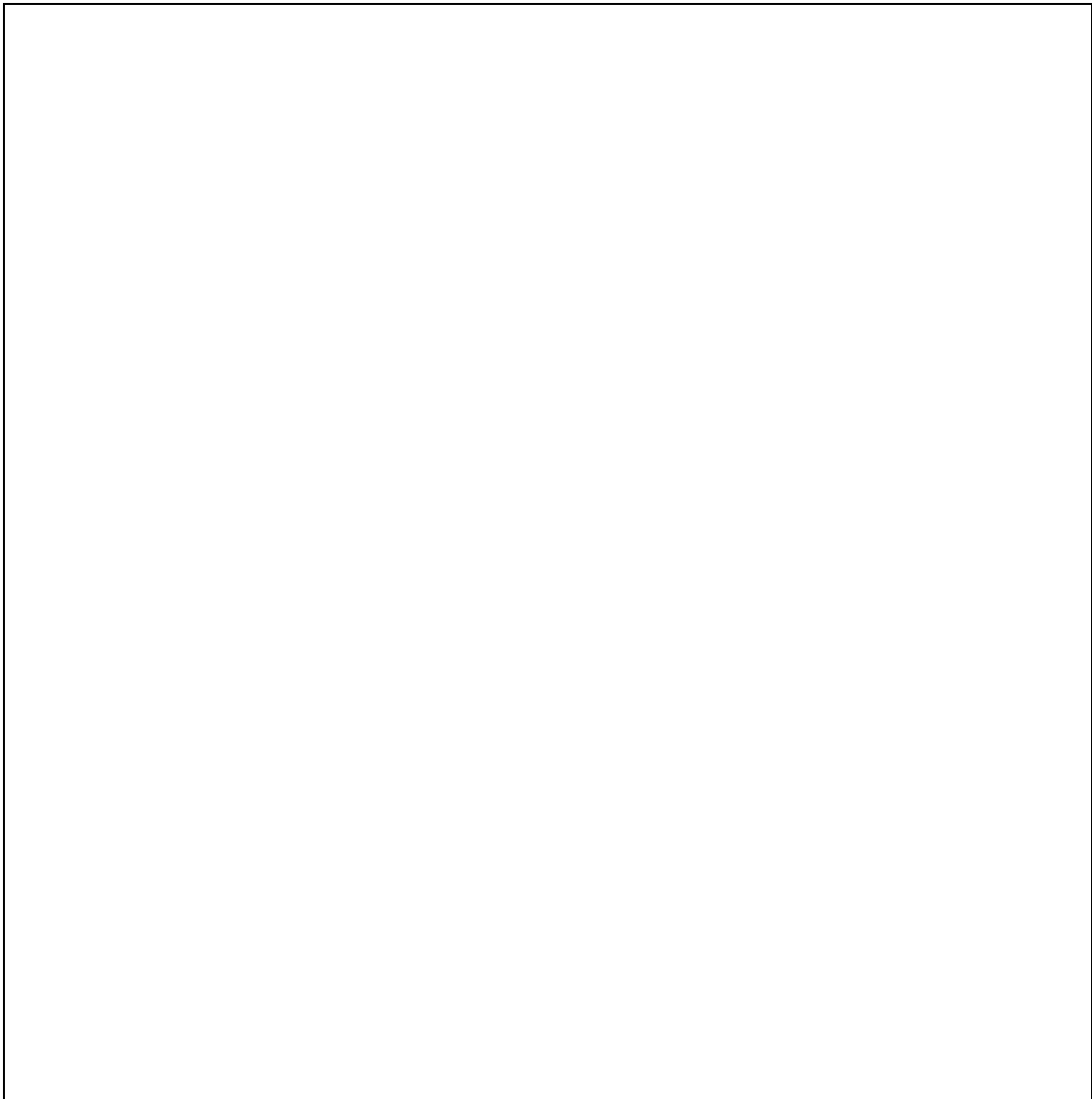|			
I schedule parent conferences with each student.			
I have my office hours and contact number and email posted on my class website to facilitate parent communication.			
I invite parents to be guest speakers whenever possible.			
I recognize the importance of partnering with each student's parent to strengthen the teacher-student relationship.			

Developing Meaningful Relationships in CTE
Students

Small Group Activity: What strategies or activities do members of your group use to develop and grow a positive teacher-student relationship?

Developing Meaningful Relationships in CTE
Parents

Small Group Activity: What strategies or activities do members of your group use to develop a positive relationship with your students' parents?

Developing Meaningful Relationships in CTE
Barriers

Small Group Activity: Developing a positive relationship with your students and/or their parents is not always easy. What are some barriers to growing these positive relationships and how can you overcome them?

Barriers to Positive Relationships	Strategies to Overcome These Barriers

Developing Meaningful Relationships in CTE
Participant Note Pages
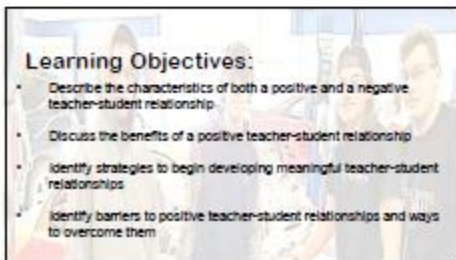
Warm-up Exercises:
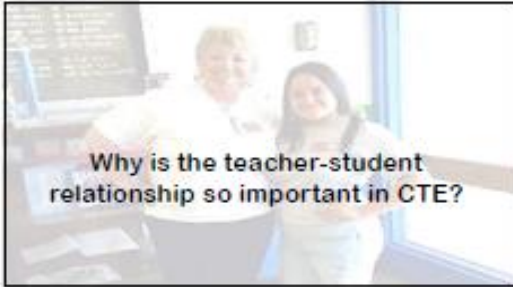Take a few minutes to answer the questions on the 1st handout

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The Highly-Qualified Teacher

(Curriculum Development Council, 2014)

Take a Look Around …
What does the new CTE teacher look like?
What does your student look like?

A growing mismatch …

Why is the teacher-student relationship so important in CTE?

Table Talk

Strategies to build meaningful teacher-student relationships

Strategies to build meaningful teacher-student relationships

- Greet each student by name – pronounced correctly
- Show an interest in student's life outside of school
- Share some of your personal life with the student
- Display student's work
- Be positive
- Teach with enthusiasm
- Provide structure
- Get to know the student's parents
- Provide immediate feedback when student performs task correctly

Strengthening Relationships with Students from Diverse Backgrounds

How to use empathy and perspective-taking to strengthen relationships with students from diverse backgrounds

Genuine Caring

- Authenticity
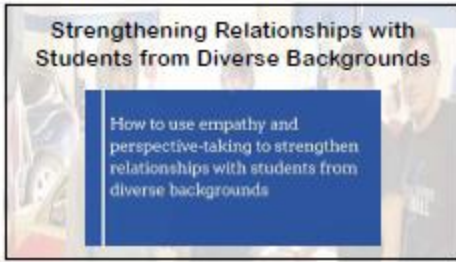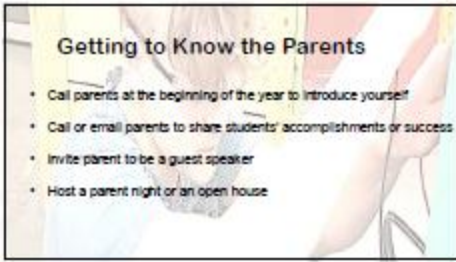- Compassion
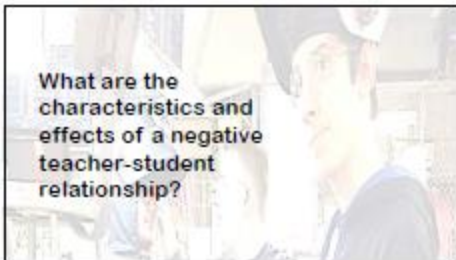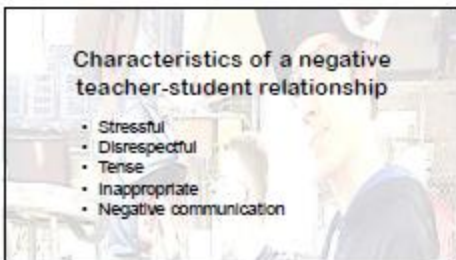- Empathy

Get to Know the Parents

Getting to Know the Parents

- Call parents at the beginning of the year to introduce yourself
- Call or email parents to share students' accomplishments or success
- Invite parent to be a guest speaker
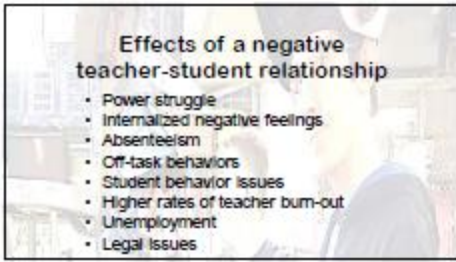- Host a parent night or an open house

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What are the characteristics and effects of a negative teacher-student relationship?

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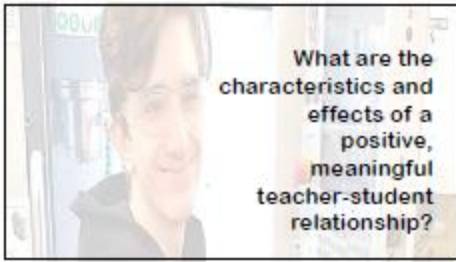**Characteristics of a negative teacher-student relationship**

- Stressful
- Disrespectful
- Tense
- Inappropriate
- Negative communication

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Effects of a negative teacher-student relationship

- Power struggle
- Internalized negative feelings
- Absenteeism
- Off-task behaviors
- Student behavior issues
- Higher rates of teacher burn-out
- Unemployment
- Legal issues

Barriers to building a positive, meaningful teacher-student relationship

Table Talk

What are the characteristics and effects of a positive, meaningful teacher-student relationship?

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Characteristics of a positive teacher-student relationship

- Safe environment
- Mutual respect
- Structured
- Energetic and vibrant classroom
- Positive communication

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Promote Positive Self-Esteem

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Positive Classroom Pride

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Constructive Criticism

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Effects of a positive teacher-student relationship

- Increased student engagement
- Increased student confidence
- Improved student attendance
- Increased student success
- Improved academic performance

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Effects of a negative teacher-student relationship
- Absenteeism
- Off-task behaviors
- Student failure
- Student behavior issues
- Higher rates of teacher burn-out
- Legal issues
- Unemployment

Table Talk

Barriers to building a positive, meaningful teacher-student relationship

_____

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VITA

LAURA MAE SOMMER WILLIAMS

<u>EDUCATION</u>

May 2010	Bachelor of Science in Nursing Jacksonville University Jacksonville, Florida
December 2012	Master of Science in Nursing, Clinical Nurse Education Jacksonville University Jacksonville, Florida
July 2014	Master of Science in Career and Technical Education Morehead State University Morehead, Kentucky
Pending	Doctor of Education Morehead State University Morehead, Kentucky

<u>PROFESSIONAL EXPERIENCES</u>

2015-Present	School Principal Boone County Area Technology Center Hebron, Kentucky
2011-2015	Health Science Program Director and Instructor Boone County Area Technology Center Hebron, Kentucky
2006-2009	Adjunct Faculty - Nursing Kentucky Community and Technical College System Florence, Kentucky
2003-2006	Adjunct Faculty - Nursing Kentucky Community and Technical College System Paintsville, Kentucky