

Connect & Reflect

Use this rating scale to identify your strengths in communicating with students and opportunities to connect with them more deeply. For each statement, choose the answer that best reflects your current practice.



BOOST YOUR CONNECTION SKILLS

CONNECTION TARGETS	NOT YET	SOMETIMES	OFTEN
I set high expectations for my students and encourage them to meet them.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I take my students' personalities and interests into account when planning lessons.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I learn about my students' favorite pastimes and hobbies and share info about my interests and hobbies.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I can handle a bit of opposition from students and use it as a learning moment.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I'm comfortable admitting mistakes to my students when appropriate.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I make time to talk about topics that are important to my students.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I help students organize their work and catch up if they've been absent or need extra support.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I take a personal interest in my students' lives beyond academics.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

☐ **Now**, take a moment to reflect first on your strengths: What are you doing "often" that works well? How does it help set the tone for healthy relationships?

☐ **Next**, review your areas for progress. Look for the statements where you checked "sometimes." Are there any opportunities to make a relationship-building action more regular or frequent? For instance, if you're sometimes comfortable admitting mistakes to students, you might set a goal of letting students hear you talk through a mistake at least once a week —and celebrate the learning when you do.

☐ **Finally**, look for the statements where you checked "not yet." Pick just one to start working on, and set small, achievable goals to improve. For example, if you're not yet making time to talk about topics important to your students, try setting aside a few minutes each day to ask open-ended questions or discuss their interests.

This process will help you build on your strengths while working steadily on areas that need improvement, one step at a time.