

Trust and Rapport Generators

Trust Generator	Hammond's Definition	What it Looks Like	Operationalize
Selective Vulnerability	People respect and connect with others who share their own vulnerable moments. It means showing your human side that is not perfect.	<p>Share a personal anecdote about your time as a student or experiences to connect to a core value. Use during:</p> <ul style="list-style-type: none"> • One on one moments • During morning circle/meeting/forum • During the activate prior knowledge portion of a lesson <p>Share a time that you struggled with a concept or skill that students are grappling with</p> <ul style="list-style-type: none"> • <i>I got my first C in Physics and it devastated me. I remember feeling like a failure so I understand what many of you may feel during discourse. Thankfully, I was able to stay focused on my goals and here I am now, teaching physics.</i> <p>Apologize after making an error during a lesson</p> <ul style="list-style-type: none"> • <i>I apologize I made an error. I want to pause and restate so we all have clarity.</i> 	When appropriate, plan/script & practice your personal anecdote to ensure it aligns to a core value/central message
Familiarity	People develop a sense of familiarity with someone who they see often in a particular setting such as at a bus stop every day or in the café on a regular basis.	<p>“Real talk vs. Small talk”</p> <ul style="list-style-type: none"> • Use specifics-use names and reference details <ul style="list-style-type: none"> ○ <i>How was seeing your mom this weekend vs. How was your weekend?</i> ○ <i>How's Maddy?</i> vs. <i>How's your family?</i> • If you don't know someone's name or a detail about them, don't shy away and recognize that you don't know <ul style="list-style-type: none"> ○ <i>I should know this-remind me your fiancé's name? (then write it down!)</i> <p>Pronounce student names correctly</p> <ul style="list-style-type: none"> • Am I saying your name correctly? (If you mispronounce the name, apologize and ask for the correct pronunciation.) • For younger students, ask their families about pronunciations <p>Activate students background knowledge at the launch of a lesson</p> <ul style="list-style-type: none"> • <i>What do we already know about ___?</i> This sends an implicit message that you value what they also bring to the lesson. 	<p>Keep a private tracker of important details either in your flexi or in a Google doc</p> <p>Write student names phonetically on your seating chart or on your roster so you get it right each time</p>
Similarity of Interests	People create a bond with others who share similar likes, dislikes, hobbies, and so forth. This common affinity allows a point of	<p>Make a self to student connection based on a fact you learned when building familiarity (school & age appropriate interests)</p> <ul style="list-style-type: none"> • <i>Yewande, I love that you select texts with powerful women characters. In college I had a book club that studied books by Black women author.</i> 	Keep a tracker of important details either in your flexi or in a Google doc



	<p>connection beyond any obvious racial, class, or linguistic differences. This plants the seed of connection in the relationship.</p>	<ul style="list-style-type: none"> ● If possible, show evidence of that connection (ie: a photo) <p>Identify and name similarities in thinking</p> <ul style="list-style-type: none"> ● <i>Thank you for sharing your insight, Sydney, Joshua and Emily. I thought about the conflict that exact same way when I wrote this lesson. As I read over your written responses, I see a different perspective. Can someone share?</i> 	
<p>Concern</p>	<p>People connect when another shows concern for those issues and events important to another, such as births, illnesses, or other life transitions. This plants the seed of personal regard.</p>	<p>Know and Follow Up about Important Dates</p> <ul style="list-style-type: none"> ● Collect and post student birthdays (make it visible) ● Take note and follow up about other important events such as sports/extra-curricular activities, recent family births or illnesses, or other life transitions or events <p>Execute a wellness check on a scholar who doesn't appear to be feeling well or acting differently in class.</p> <ul style="list-style-type: none"> ● <i>Darnell, I noticed you didn't finish your narrative story and I know how much you love writing. Is everything ok? Would you like to talk?</i> ● If student response requires more than a brief 15-30 second check in, share with the student that you will connect during a non-instructional time. Write the student concern down on your tracker <p>Follow up on a scholar who received a consequence during instruction.</p> <ul style="list-style-type: none"> ● <i>Hi Madison, during math you received a consequence for consistently interrupting your peers. Why is it important that you stay focused on your own work? I know you have such leadership quality and your friends really appreciate hearing your voice. For now, we need you to save those conversations for another time. Do you agree?</i> 	<p>Keep a tracker of important details either in your flexi or in a Google doc</p> <p>Keep a tracker of personal touchpoints/wellness checks of students</p> <p>Set a timer to remind yourself to follow-up with a student who may be having a hard time throughout the day</p>
<p>Affirm/Praise (added by Uncommon)</p>	<p>People appreciate acknowledgment of their strengths and/or growth. This affirmation or praise can be private or public, verbal or written, but it should be within a short window of observation.</p>	<p>Communicate value and capability</p> <ul style="list-style-type: none"> ● <i>You're such a hard worker.</i> ● <i>You're going to get this, let's practice!</i> <p>Praise students (privately or publicly) for taking risks when they have tried a new strategy</p> <ul style="list-style-type: none"> ● <i>Beautiful work using the inverse operation to solve the word problem. How did you know to do that?</i> <p>Celebrate student progress when they have successfully implemented feedback or met a goal.</p>	<p>Keep a praise/affirmation tracker on your flexi/clipboard</p> <p>Create a student photo album of positive pictures that you can easily upload to your computer for sharing; consider different categories for folders:</p> <ul style="list-style-type: none"> ● Share with staff/families ● For emails/PD ● For closing of Aug PD or EOY ● School-year highlights (for photobooks or videos)

		<ul style="list-style-type: none"> ● Last week you set personal goal of infusing scientific vocabulary in your writing. This week, I see 4 scientific words from our vocabulary wall in your written response. Beautiful work. How does it feel? <p>Take pictures of students doing well and share with the community, including their family</p> <p>Create an Environment that reflects the beauty of our students; use visuals and quotes that affirm their identities.</p> <ul style="list-style-type: none"> ● Student work should be present and highlighted in classrooms ● Post diverse images of leaders and change makers that consider diversity of gender, race and culture background <p>Provide non-instructional time for students to share their personal talents with their community</p>	
<p>Competence</p>	<p>People tend to trust others who demonstrate they have the skill and knowledge, as well as the will, to help and support them. This plants the seed of confidence in others.</p>	<p>Become a master teacher: practice and execute teaching frameworks to a high level</p> <p>Show interest in your subject matter and sell it to students</p> <p>Affirm what students understand during academic monitoring prior to providing the fix</p> <ul style="list-style-type: none"> ● It is clear you understand the conflict in the story. I see that where you say, _____. Great work! A next step is to think about how different characters are responding to the conflict in the story and using that understanding to give insight into the character's trait. <p>Schedule student conferences/feedback sessions to discuss goals, progress, and next steps to strengthen work</p> <p>Provide resources and additional layers of support for students who need it most</p>	<p>Post classroom goals and/or individual student goals</p>