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Developing Educators' Capacity for Natural and Ethical Caring A Mixed-Methods Study

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Developing Educators' Capacity for Natural and Ethical Caring: A Mixed-Methods Study

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Dedication

To my sons, Timothy and Terrin, and my niece, Zariah. You are the reasons I did not give up in pursuing this goal. I could not tell you I quit because it was a difficult journey and undo all my counsel on perseverance. Thank you for always checking in on me and for your words of encouragement during this process. Timothy and Terrin, thank you for loving me just the way I am and always supporting my internal desire to learn, grow, and be of service in this world. I also dedicate this to all my awesome siblings who have supported my academic dreams prayerfully, verbally, and financially throughout my life. This dissertation is also especially dedicated, in memoriam, to both my parents, Bienvenido Callwood and Edna Callwood. I can envision the look of pride on your faces just like you expressed over all my achievements. I also dedicate this to all my nieces and nephews—"with God all things are possible." I also thank my friends for their consistent prayers, laughter, and support.

I express a sincere thanks to my students, past and present, for inspiring me to be a caring teacher. A heartfelt thanks is expressed to all the teachers who took the time to respond to my survey—your data made this possible. I also offer special thanks to Dr. Red Owl and Dr. Virginia Held for their mentorship and encouragement during this process and reminding me that this is important work. To my committee members, Dr. Smith, Dr. Calderon, and Dr. Tolentino, I am forever grateful for your expertise, brilliance, and excitement about this project, and how you expressed a caring mindset to challenge and encourage me. You have contributed to my journey in profound ways.

Finally, this work is dedicated to Jesus Christ, a master teacher. It was the compassion you showed for others and your teaching style that led me to this topic and the true purpose of education.

Abstract

An ethic of care is central to the role of teaching and educational outcomes. Many

Kindergarten-College institutions have "developing caring students or teachers" as a primary

goal in their mission or vision statements. However, teachers need to know how to care. The

purpose of this study was twofold: (a) to examine the behaviors that teachers and students

perceive as being indicative of the caring teacher; and (b) to develop a guide for the core of

teacher caring. These purposes were designed to help educators understand the nature of

teacher caring and provide an exemplar for intentional and reflective practice as they identify

areas of "care strengths" or "care weaknesses" to enhance their growth and development as

caring teachers. The methodology used in this study was a mixed-methods convergent

parallel design to understand, both quantitatively and qualitatively, teachers' subjective

viewpoints on caring. Data were collected from a purposive sample consisting of teachers

from PreK through College in NYS. The findings suggested that (a) teacher caring impacts

key aspects of teaching; (b) teacher caring behaviors are guided by seven primary values

which represent the professional model of care; and (c) teacher caring values are primarily

expressed using a few pedagogical practices that exemplify the caring model. The seven

primary values guiding the caring behavior of teachers included: (a) supportive relationships;

(b) empowerment; (c) learning and academic achievement; (d) students' well-being; (e)

accessibility, responsiveness, and flexibility; (f) comfortable atmosphere; and (g) students'

dignity.

Keywords: ethic of care, teacher caring, teacher-student relationship, mixed-methods

convergent design, care

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CHAPTER I

INTRODUCTION

I've learned that people will forget what you said,

people will forget what you did,

but people will never forget how you made them feel.

—Maya Angelou

Teacher caring is indispensable to good teaching (Nguyen, 2016; O'Brien, 2010). It is

the foundation upon which positive teacher-student relationships are built to create a

classroom atmosphere of mutual trust, respect, engagement, and a sense of belonging (Fink,

2007; Mayeroff, 1971). The presence or absence of teacher caring can be deeply experienced,

which is why individuals vividly recall how their favorite or worse teachers made them feel.

Numerous studies have shown that for many students, these feelings, whether negative or

positive, propelled them toward academic competency, apathy, or failure (Barrier-Ferreira,

2008; Berry, 2006; Bishop, 1989; Booker, 2006; Durlak et al., 2011; Osterman, 2000;

Pomeroy, 1999; Velasquez et al., 2013; Voelkl, 1995; Wehlage et al., 1989; Wentzel &

Asher, 1995; Wilson & Corbett, 2001).

Teacher caring involves a set of relational practices designed to meet the needs of

students to help them grow and self-actualize (Mayeroff, 1971; Nguyen, 2016; Noddings,

1988). According to Weinstein (1998), these interpersonal relational practices characterized

by warmth, connectedness, nurturance, or love can be expressed in the various duties a

teacher performs. These practices—whether through the curriculum, pedagogy, and

classroom management—benefit both students and teachers.

Impact of Care

Students

Notably, students who drop out of school often make the claim that their teachers do not care (Christle et al., 2007; Noddings, 1988; Wehlage et al., 1989; Wilson & Corbett, 2001). However, Christle et al. (2007) found that when teachers build supportive relationships of care with students, this can help to reduce the probability of students dropping out by half. Voelkl (1995) also reported that some students who perceive the classroom as cold or nonsupportive may choose to withdraw from participating in the activities of school. However, teacher caring is associated with increased levels of student engagement, persistence, improved academic outcomes, and a key component in helping to narrow the achievement gap (Anderson et al., 2020; Hammond, 2015; Klem & Connell, 2004; Voelkl, 1995).

Teachers

Caring is also the distinguishing attribute among teachers of the year and, in general, effective or expert teachers (Agne, 1992; Owens & Ennis, 2005; Walker, 2008). Educational reformer Horace Mann also emphasized that caring is at the core of what makes a good teacher; he stated that teaching requires long hours, patience, and care (Helm, 2006). In their study entitled *Good Teaching as Care in Higher Education,* Anderson et al. (2020) captured the voices of students who shared that, in the expression of care, good teachers not only positively shaped their attitudes towards learning and course content but also their views on life. These sentiments of valuing and promoting an ethic of care in the classroom are echoed by students and teachers across all grade levels, thereby supporting the impact of teacher

caring as a powerful act whose influence extends within and beyond the boundaries of a classroom (Demetrulias, 1994).

Teacher Education

Schools of education also acknowledge the significance of teacher caring. Noddings (1986) wrote that "practice in teaching should be practice in caring" (p. 504). Teacher caring can inform the decisions teachers make, and a classroom atmosphere built on caring not only promotes trust but facilitates students' risk-taking and enhances their self-esteem (Goldstein & Lake, 2000). The numerous benefits associated when classrooms function within a relational sphere drives the remodeling of teacher education programs to view caring as an essential teacher disposition worth nurturing in preservice and in-service teachers. Further supporting the role of an ethic of care in education, the mission statements in many schools have "caring teachers" as one of their priorities.

These voices of students, teachers, and teacher trainers emphasize that caring or lack of caring in the teacher-student relationship matters (Anderson, et al., 2020; Owusu-Ansah & Kyei-Blankson, 2016). Yet, despite the significance of teacher caring and the expectation that teachers should care, they may not always know how to care. Using qualitative and quantitative methods, this study was designed to explore the caring practices and beliefs of teachers. The findings will aid the development of a guide for the core practices of teacher caring. This will be recommended to school districts and other relevant forums as a staff development tool. This work is important because most research emphasizes the need for teacher caring, highlights teacher caring behaviors, and discusses types of teacher care, but lacks a holistic framework or professional standard for what constitutes teacher caring. However, a professional standard of teacher caring can serve as a framework for helping

teachers develop the skills to care, thus implementing the application of the theoretical

construct of teacher caring.

Nevertheless, teacher caring is a complex phenomenon shaped by personal,

environmental, political, moral, and cultural mores. This complexity has been made apparent

when prominent care theorists like Noddings (1988) and Tronto (2015) wrote with great

concern about a crisis of care, or care deficit, not only in education but in disciplines across

our society. As a caring teacher-student relationship is critical to educational aims and

outcomes, it is essential to examine the factors that may contribute to this educational crisis

through the lens of how it may influence the development of a teacher's capacity to care.

Care Crisis in Education

Central to the crisis of care in education and across all disciplines are differing views

regarding existential questions on what it means to be human, what type of society we are

creating or should create, and what type of individual we ought to develop to thrive in that

society (Elkind, 1997; Greene, 1991; Johnson, 1883; Lewis, 1944; Zon, 2013). The

educational care crisis speaks directly to the latter question specifically addressing the tense

discussion about the purpose of schools (Goodlad, 2002). The care deficit in education can be

linked to three critical factors: (a) Teacher's Dispositions, (b) Cognitive Learning versus

Affective Learning, and (c) Cultural Practices.

Teacher's Dispositions and Care

Caring is identified as a key disposition of excellent teachers and one that beginning

teachers should have (Helm, 2006). The National Council for Accreditation of Teacher

Education (NCATE) defined dispositions as "professional attitudes, values, and beliefs

demonstrated through both verbal and non-verbal behaviors as educators interact with

students, families, colleagues, and communities" (Shiveley & Misco, 2010). Dispositions are considered internal by nature and subjective; they exist in varying degrees and are difficult to assess because they cannot be "seen" (Helm, 2006; Wayda & Lund, 2005). However, while we cannot see caring or other dispositions, we believe we recognize them when we see them exhibited in others (Helm, 2006).

A teacher's disposition of care in the classroom is a factor in the care crisis because a teacher may not possess a disposition of caring that students can recognize, and the frustrations or pressures of teaching can change a teacher's disposition (Helm, 2006). Teacher frustrations may lead to teacher disillusionment, dissatisfaction, burnout, demoralization, and attrition rates (Walker, 2018). For example, an experienced university teacher who resigned from teaching shared that her reason for leaving the profession she loved was because she cannot teach the way she knows she is supposed to (Walker, 2008). This feeling has been echoed by many educators today and points to the moral issue inherent in teaching.

The moral concerns of many teachers concerning the prosperity and integrity of the profession, the well-being of students, and their ability to care for students the way they need to or how students deserve are often not heard (Goodlad, 2002; Walker, 2018). This leads to what Santoro (2018) called feelings of demoralization, which stems from the discouragement and despair teachers feel due to "ongoing value conflicts with pedagogical policies, reform mandates, and school practices" (p. 3). As a result, new and experienced teachers who entered the profession hoping to make a difference may become disappointed and despondent and may lose their passion to remain in teaching. So will well-meaning and highly motivated teachers spend most of their time meeting state requirements and district mandates but have

little time to attend to the psychosocial needs of their students. These factors contribute to the crisis of care in education.

Cognitive Learning versus Affective Learning and Care

Despite the significance of caring highlighted in teacher training programs, delivery of instruction, educational resilience, and educational outcomes, students' cognitive needs are often privileged over their affective needs (Picard et al., 2004). As a result, teacher development is primarily focused on technical pedagogical tasks, such as mastery of subject matter content and delivery. Training in affective learning, which deals with emotional qualities such as feelings, values, appreciation, enthusiasms, motivations, and attitudes, are not given the same degree of attention (Krathwohl et al., 1973; Picard et al., 2004). However, developing the teacher-student relationship requires the need for teachers to understand and know how to regulate their own and students' emotions. To this end, the need for training support for educators in the areas of social emotional competencies and care is growing.

The integration of affect and cognition is an indispensable merger in the teaching and learning domain. This study asserted that this merger is best facilitated within a relational framework or ethic of care. A principal postulate of an ethic of care in developing the teacher-student relationship is that students' cognitive needs can be met through supporting their social emotional states (Picard et al., 2004).

Students' emotional states can be met on the systemic and classroom level of schooling. The systemic level focuses on the top-down policies and practices that impact a student's schooling experience. For example, landmark systemic policies include educational mandates such as the *Brown v. Board of Education of Topeka* U.S. Supreme Court decision in 1954, which established that racial segregation in public schools was unconstitutional; the

No Child Left Behind Act (NCLB) of 2002; and the Every Student Succeeds Act (ESSA) of 2015, which replaced NCLB. These education reform policies dictated the management of schools on the district level (led by superintendents) and the local level (led by principals), significantly impacting the institutional-student relationship or care operating in schools. Consequently, they have also affected how care is practiced in the teacher-student relationship.

How students are cared for on the institutional and structural level of school permeates their classrooms. However, on the classroom level, a caring teacher-student relationship has the power to impact a student's schooling experience positively, even when top-down institutional and structural policies can negatively impact a student's disposition (Anderson et al., 2020). Thus, teachers stand in the unique position or liminal space between policies and their impact on students, equipped with the ability to buffer the detrimental effects some policies may have on students' lived experiences in schools (Nadge, 2005).

When top-down policies or teacher beliefs place efficiency over relationality or research over teaching, thus privileging students' cognitive needs over their affective needs, a crisis of care ensues (Anderson et al., 2020). Merging cognitive and affective learning is central in addressing the crisis of care in education and helping in the development of a teacher's capacity to care.

Cultural Practices and Care in Education

Another contributing factor to the crisis of care in education is that our current dominant cultural, economic, and political practices make caring difficult (Deneen, 2018; Fraser, 2016; Greene, 1991; Lukes, 1971; Ogihara & Uchida, 2014). The furtherance of ideological practices such as globalization, capitalism, individualism, and autonomy—while

beneficial in many ways to human progress and well-being—has also produced negative effects that have placed a strain on our social reproductive capacities (Fraser, 2016; Ogihara & Uchida, 2014).

Paradoxically, we live in a more technologically connected yet emotionally disconnected world. A snapshot of our modern technologically advanced society reflects individuals who are busy and stretched to capacity in pursuit of academic, career, and financial goals striving to live the good life. Our culture has been experiencing significant social changes with increased levels of stress, competition, moral uncertainty, fear, powerlessness, distrust, loneliness, isolation, violence, selfishness, greed, depression, loss of hope, and empathy (Deneen, 2018; Konrath et al., 2011; Lukes, 1971; Luthar, 2003; Nussbaum, 2018; Ogihara & Uchida, 2014; Tronto, 2013; Zaki, 2019). In 2006, during a commencement address at Northwestern University, then Senator Barack Obama discussed our deficit in empathy by remarking:

> We live in a culture that discourages empathy. A culture that too often tells us our principal goal in life is to be rich, thin, young, famous, safe, and entertained. A culture where those in power too often encourage these selfish impulses. (Zaki, 2019, p. 10)

The concern is that we are producing a society devoid of our most fundamental desire as humans, which is to care and be cared for.

In 2014, Harvard Graduate School of Education faculty Rick Weissbourd and Stephanie Jones, founders of the *Making Caring Common Project*, conducted a survey of 10,000 middle and high school students from 33 schools to help raise the emotional intelligence of youth. The results of the survey reported that achievement was ranked as the

most important attainment by 48% of students surveyed, 30% considered being a happy person as important, and only 22% of students viewed caring for others as most important to them. Students also believed that their parents were more concerned about their academic achievement (54%), followed by their happiness (27%), and then their nature as caring (19%). School staff (80%) confirmed students' belief that parents valued personal achievement over caring.

In addition, two-thirds of the students identified kindness as an important value, and 81% of the students shared that their parents communicate to them the importance of being kind to others. However, the results of the survey reported that students are proud of themselves if they get good grades more than if they are caring members in their class and school community.

Our dominant cultural practices have created competition in our schools among students, both nationally and globally. As Noddings (2005) stated, "in the past few decades we have prostituted schooling, and it shows in everything from our overemphasis on achievement scores to our concentration on credentialing for good jobs" (p. 138). Moreover, Maxine Greene (1986), an educational philosopher, wrote, "we sense people living under a weight, a nameless inertial mass" (p. 427). Greene (1991) also penned that authentic care is being drained away.

Prominent thinkers in the fields of theology, philosophy, sociology, psychology, and anthropology espouse that humans are naturally socially dependent beings (Einstein, 2009; Giroux, 2012; Held, 2006; Kittay, 2011; Lewis, 1944; Zon, 2013). These thinkers are not advocating that humans should not pursue individual rights, self-fulfillment, or personal autonomy, but they do believe that the achievement of these ideals should and can be attained

through human dependence (Lukes, 1971; Schwartz, 2000). Thus, while a caring teacher-student relationship is desirable by students and caring is indicative of good teaching, competition is prized over caring. This has produced an instant gratification educational system built on efficiency and meritocracy while lacking key nutritional elements of care to make schools more effective.

Care, relatedness, or sense of belonging, like autonomy and competence, are considered one of the three basic psychological needs for human thriving (Chirkov et al., 2003). This research further argued that healthy forms of autonomy and competence can be achieved through caring, relatedness, and sense of belonging. In researching attachment in adolescence, Allen and Land (1999) discussed the important role of autonomy in adolescents' development as they seek independence from parents or caregivers. However, the researchers stated that "adolescent autonomy is most easily established not at the expense of attachment relationships…, but against a backdrop of secure relationships" (p. 319). Positive attachments to parents, caregivers, and teachers can provide a sense of stability and security that is necessary for risk-taking, resilience, and personality development.

Caring and dependence are important elements in human growth and development across the lifespan, and students still desire to build a caring relationship with their teachers. But teachers may find it difficult to develop the capacity to care when caring is not modelled or valued as a dominant cultural practice.

Statement of the Problem

Teachers are expected to care. However, teachers may not always exhibit care or know how to care for students (Gay, 2010). In our current educational climate, to meet the increasing demands of a changing world and teach during the COVID-19 pandemic, the role

of a teacher as caring has become more significant. Teachers are required to assist in meeting the social emotional needs of students, have the ability to deal with diverse student populations, design and deliver culturally responsive lessons, manage their biases and microaggressions, assist in managing increased student stress in a competitive standardized testing environment, work with students who have been displaced by school closings, and teaching in heterogeneous inclusive classroom settings (Esteve, 2000; Torino et al., 2019). Therefore, teachers are dealing directly with the intended and unintended consequences of globalization, a market-driven educational system, and a new model of remote teaching caused by a pandemic.

To perform these functions effectively and engage students in the process of learning, a teacher's ability to care is essential. It is not enough to say teachers should care. Practical measures and strategies must be taken to help teachers develop the capacity to care. This research was intended to meet this need. Teacher caring has moral, economic, and academic functions in the lives of students. Teacher caring can model behaviors that students need to acquire as they interact socially in the world, and it is positively correlated to student academic achievement. Moreover, when teachers model care in their behavior and language, this can emphasize the intrinsic dignity and worth of students.

Purpose of Study

This mixed-methods study explored and examined teacher caring behaviors to develop a guide in order to provide a framework or professional model for teacher caring. A convergent mixed-methods design was used to compare and discuss similarities and differences of both quantitative and qualitative data about teacher caring. In this design, quantitative and qualitative data were collected in parallel, analyzed separately, and then

merged. Quantitatively, survey data were used to determine the relative frequency of the caring behaviors teachers viewed as most important. Concurrently, through open-ended questions on the survey, the nature of teacher caring was explored.

Moreover, given the significance of caring in human development across the lifespan, this research was meant to contribute to existing theoretical debates on teacher caring from both a philosophical and practitioner viewpoint. Development of a guide representing the core of teacher caring can move caring from a theoretical and an abstract concept to a concrete, hands-on, actionable concept for teachers. Through quantitative and qualitative data, teachers will be provided with not only knowledge of most important behaviors but also the philosophy or values guiding teacher caring behaviors.

Research Questions

This study was guided by the following research questions:

RQ 1: What are teachers' views regarding the role of caring?

RQ 2: What differences are there between teachers' perceptions of caring in the physical and remote learning environment?

RQ3: What values guide the caring behaviors of teachers?

RQ4: What factors influence teachers' capacity to care for their students?

RQ 5: What care behaviors do teachers report they are practicing?

RQ 6: What care behaviors do teachers consider important in the physical and remote learning environment?

Significance of the Study

Expected Contribution of This Research

This study is important because it will provide teachers with a theoretical knowledge of care as well as tools for the practical application of care, in both the physical and remote classroom. Teachers will be able to understand the nature of teacher caring and who they are as carers—their "care strengths" and "care weaknesses" helping them to develop their capacity to care. As a result, students will also benefit as teachers enact practices that strengthen the teacher-student relationship that can significantly improve their learning experience.

In addition, adding to the crisis of care, the COVID-19 pandemic has overturned centuries of a culturally accepted model of instruction, wherein most schooling existed in physical buildings. However, schools across the world are now faced with the unprecedented challenge of moving teaching to the digital world or hybrid formats without the necessary infrastructure to support this move. Policymakers, school administrators, and teachers are all asking the critical question: How do we provide care for students in this new environment? This research is significant in providing answers to this question of how teachers can express care in the physical, remote, or hybrid versions of schooling. Identifying core expressions of teacher care from PreK-College can be utilized to develop a teacher's capacity to care during or outside of pandemic conditions. Therefore, this study can have significant implications for educational policy, students, teachers, and school governance.

Interdisciplinary Contributions of This Research

Effectively caring for students is not limited to students' classroom experience and the relationships they build with teachers or paraprofessionals. It encompasses the domain of all the educational disciplines within a school that impacts a student's academic experience

from their intake to exit processes. Therefore, this research has implications for institutional

practices across all the disciplines, whether in the physical or remote setting.

School Crossing Guards

School crossing guards are often the first point of contact for many students as they

come to school and leave school in the evening, safely ushering students across busy streets.

An ethic of care in building positive relationships with students they encounter daily also

extends to them.

On-Campus Security

These personnel are also among the first individuals students encounter when they

arrive at or leave campus. They are also responsible for protecting students and all campus

personnel from harm and danger. Responding to students using an attitude of care and

respect is represented in the work they do.

School Custodians

The aesthetic dimension of schooling should not be ignored in an ethic of care. A

student's experience of walking into a clean facility throughout the day and school year—

seeing manicured lawns or the safety provided when snow is shoveled and the sidewalks

salted to allow a safe path for entrance and exit—are not to be taken for granted. These acts

show care for students and convey a sense of pride and belonging.

School Secretaries

School secretaries also interface with students, their parents, and the public.

Communicating with students who come to the office for various issues using an ethic of

care can positively impact a student's school experience.

School Nurses

Nursing (like teaching) is described as a caring profession. The care a nurse takes when attending to the diverse medical needs of students and providing a sense of comfort and relief requires an ethic of care.

School Psychologists and Guidance Counselors

These professionals are tasked with dealing with the social emotional and mental health of students. Developing a relationship of care and a space of safety wherein students feel comfortable expressing themselves is integral to the daily work of these professionals. In K-12, guidance counselors are also tasked with helping students transition from one level of school to the next by assisting with high school and college applications. The work they do with students in this capacity can also reflect care and equity.

Academic Advisors

Academic advisors also play a key role in a student's academic experience, helping them to navigate the process of school life and advising students on the best course of action to take, given the circumstances of a student's life. Creating positive relationships with students is foundational to the work they do.

Tutors

Tutors, like teachers and paraprofessionals, also need to display a disposition of care. Many students who attend tutoring tend to show a vulnerable side by acknowledging that they need help. Tutors' responses to students in a caring manner can help lessen the anxiety students may feel when they request help in gaining competency in an academic area.

School Leadership (Principals and Assistant Principals)

School leaders are responsible for implementing a school-wide practice of care. They can practice an ethic of care through supportive leadership as they interface with teachers, students, and all school personnel. This ethic of care can also be displayed on the district level as they advocate for the needs of their students, faculty, and staff. It can be the lens used to shape the decisions leaders make through teacher evaluations, hiring practices, professional development offerings, and program endorsements to create a safe, nurturing environment for students, faculty, and staff.

College Leadership

College leaders are also responsible for implementing an institutional-wide practice of care. Through supportive leadership practices and the relationships they form with students, faculty, and campus personnel, college leaders are instrumental in creating an atmosphere of belonging for students. The policies they support and implement that guide school governance create a ripple effect on all levels of the institution. Leadership undergirded with care for students can shape the decisions and policies they create. In addition, they can use an ethic of care when advocating for the needs of their students, faculty, and staff on the political level.

Teacher Education and Professional Development

This research can also have an impact on schools of education and school districts, or individuals involved in teacher development. Understanding the nature of care and having a professional standard of teacher care are tools that can be used to assist teachers in thinking reflectively about their practice through a lens of care. A professional standard of teacher caring can also be used in teacher evaluations, shifting from a focus on standardized test-

based results or simply on delivery of content to how content is delivered to forge positive relationships between teachers and students. This can provide a more comprehensive assessment of the real work teachers do. Moreover, in schools of education, a professional standard of teacher caring can be used as a measure in instructing preservice and in-service teachers about the nature of care, as well as an assessment tool in identifying a future or current teacher's care strengths and weaknesses. In my personal educational experience as a student and teacher, the language of care has been noticeably absent. Yet, the benefits for teacher and student development are tremendous. Therefore, all teachers should be taught about an ethic of care.

Every discipline or practice in a school can be shaped by the findings in this research. When professionals from all disciplines make decisions based on an ethic of care, they can effectively communicate what a school represents, not just in their mission statements but in practice. An ethic of care as a guiding force gives meaning, value, significance, and shape to the work all these professionals do daily on behalf of students. When an ethic of care is exemplified across all school disciplines, it can produce a positive experience for all students.

Definitions and Key Terms

The following are some of the key terminology used within this study.

Affect/Affective learning: Human learning that deals with issues of motivation, emotion, interest, and attention (Picard et al., 2004).

Affect: The feeling, tone, and manner with which we deal; emotional qualities such as feelings, values, appreciation, enthusiasms, motivations, and attitudes (Krathwohl et al., 1973).

Agency: The degree to which persons expect that a reinforcement or an outcome of their behavior is contingent on their own behavior or personal characteristics (Schall et al., 2016).

Caring: Helping others grow and actualize themselves; a process, a way of relating to someone that involves development; to listen to and address or respond, as best as possible, to the expressed needs of others; to understand the impact of one's actions on another; understanding the culture in which students live and appreciating a student's personal cultural heritage (Gay, 2010; Mayeroff, 1971; Noddings, 2013, 2005).

The synthesized and operationalized definition of caring applied in this research is as follows:

Caring in education can be defined as a way of relating to students to meet their cognitive, cultural, moral, emotional, political, spiritual, and psychological needs to help students grow and self-actualize.

Community: A space wherein members experience feelings of belonging, trust in others, and safety. Community can be geographic and relational (Osterman, 2000).

Ethic of Care: The tie between relationship and responsibility that rests on the premise of nonviolence that no one should be hurt (Gilligan, 1993, pp. 173-174); an ethic of care is focused on compassion, benevolence, attentiveness, trust, responding to the needs of others, mutual concern, and fostering caring relationships (Gay, 2004; Held, 2006; Mayeroff, 1971; Noddings, 2013; Siddle Walker & Snarey, 2004; Tronto, 2015).

Mixed-Methods Research: A type of research in which the researcher collects and analyzes both qualitative and quantitative data rigorously in response to research questions and hypotheses; integrates (or mixes or combines) the two forms of data and their results;

organizes these procedures into specific research designs that provide the logic and

procedures for conducting the study; and frames these procedures within theory and

philosophy (Creswell & Plano Clark, 2018, p. 5).

Phenomenological Research: A phenomenological research or study is a qualitative

approach to inquiry that examines the lived experiences of individuals who are experiencing

a common concept or phenomenon (Creswell, 2013, p. 76). The purpose of this type of study

is to understand the nature of the experience for the participants.

Pragmatism: An interpretative framework typically associated with mixed-methods

research focuses on the consequences of research, on the primary importance of the question

asked rather than the methods, and on the use of multiple methods of data collection to

inform the problem(s) under study (Creswell & Plano Clark, 2018, p. 450).

Purposeful/Purposive Sampling: Researchers intentionally select or recruit

participants who have experienced the central phenomenon or the key concept being

explored in the study (Creswell & Plano Clark, 2018, p. 450).

Qualitative Research: Involves interviews and observations without formal

measurement; does not attempt to quantify results through statistical summary or analysis

(Marczyk et al., 2005, p. 17).

Quantitative Research: Involves studies that make use of statistical analyses to obtain

findings (Marczyk et al., 2005, p. 17).

Self-efficacy: A construct of social cognitive theory that deals with persons' belief in

their ability to achieve specific outcomes in their lives (Bandura, 1994, 2005).

Sense of Belonging: This is more than a feeling; joins autonomy and competence as

one of the three basic psychological needs necessary for human growth and development

(Osterman, 2000); a psychological reaction in the brain that impacts behavior, physical, and

mental health, and is critical for survival (Eisenberger & Cole, 2012; Tost et al., 2015).

Theoretical Rationale and Framework

The theoretical rationale and framework of this study were based on four

complementary perspectives: Noddings' (2013) theory of caring, Vygotsky's (1978) theory

of social constructivism based on the Zone of Proximal Development (ZPD), Gay's (2010)

theory of Culturally Responsive Teaching (CRT), and Bowlby's (91969) Attachment Theory.

These theories emphasize the importance of relationships in student development (Bandura,

1971). They also promote the conception that the acquisition of knowledge or cognition is an

interactive process, and students' interaction with their social environment and respected

others helps them develop morally and academically. Noddings (2013) surmised that this

relationship on both the systems level and the classroom level of a school should be

expressed through a framework of caring. Gay (2010) emphasized a relationship of caring as

expressed using a cultural lens.

Noddings' Theory of Caring

Noddings' (2005) theory of caring rests on her fundamental belief that all human

beings have the intrinsic need to care and be cared for. She believed that the major aim of

education should be to "encourage the growth of competent, caring, loving, and lovable

people" (p. xxvi). This involves educating the whole child, including their moral, spiritual,

physical, mental, and economic faculties. As such, Noddings advanced a pedagogy of

learning surrounding themes of care that included caring for self, caring for individuals in

one's inner circle, the Samaritan principle of caring for strangers and distant others, caring

for nature, and caring for ideas. For Noddings, education practiced within these themes

provides students with the knowledge and skills worth learning for their personal and academic growth and development. This type of education embraces a constructivist view of learning in which the material learned can help an individual become a better person. According to Noddings, students should be involved in helping to decide what information should be learned and how learning should take place. However, Noddings (2005, 2013) insisted that subject matter knowledge should never be placed above the needs of students.

Noddings' work in caring is seminal and builds on the groundbreaking work of Carol Gilligan's (1993) ethic of care, wherein she proposed looking at moral issues from a feminist perspective in which moral action is based on interpersonal relationships of caring. An ethic of care central to the work of both Noddings and Gilligan is defined as "the tie between relationship and responsibility" (Gilligan, 1993, p. 173). According to Noddings, the nature of caring involves the following characteristics: modeling (showing), dialogue (discussion), practice, and confirmation (encouragement of individuals). These characteristics also represent how teachers can practice care and relationship building in their classes. Thus, Noddings' theory of care is not only theoretical but practical, offering strategies for the application and practice of care.

Noddings' work is complementary to Vygotsky's because both scholars see teaching and learning as bridging the gap between human potential and human ability. Therefore, through social interaction, in relation with caring for others, students can progress from the knowledge they possess (their current ability) to the knowledge, skills, and abilities they can gain (their potential).

Applying a social justice approach to learning, Noddings (2013) and Gay (2010) both agreed that all students should be provided with the knowledge, tools, and access necessary

to gain opportunity. Noddings referred to knowledge as cultural capital, and Gay (2010) proposed that access to knowledge should occur within students' cultural experiences and embrace students' cultural differences. The teacher-student relationship should be fostered with the foreknowledge that to care for individuals requires understanding, receiving, respecting, and recognizing them.

Vygotsky's Zone of Proximal Development (ZPD) Theory

Vygotsky's (1978) research focused on societal contexts in the development of human behavior and the development of higher psychological processes. His sociocultural theory of higher mental processes bridged the gap between learning and development. His theory asserted that learning should take place within a child's intrapersonal plane. Vygotsky further stated that learning creates what he refers to as the Zone of Proximal Development (ZPD). The ZPD is essentially based on meeting students where they are academically, which is a fundamental caring principle. It looks at development from two levels: (a) actual developmental level, and (b) level of potential development. The actual developmental level or mental abilities of an individual refer to the tasks a person can do independently or without assistance. The level of potential development are the tasks a person can perform with assistance.

The ZPD is defined as:

the distance between the actual developmental level as determined by independent problem solving and the level of potential development as determined through problem solving under adult guidance or in collaboration with more capable peers. (Vygotsky, 1978, p. 86)

It operates within a social context as students learn and stimulate internal developmental processes through interacting cooperatively with peers or others in their learning environment.

Vygotsky believed that social experience plays a dominant role in human development and higher functions of learning and thinking stem from social interactions. His studies in child development explored the significance of speech, both "egocentric speech" and "social speech," in the development of higher-order psychological functions. Egocentric speech can be defined as when we engage in talking to ourselves through an activity or event. Social speech is when we talk to others to aid in processing an activity or event. Both types of speech lead to action on the part of an individual and show that learning and development involves social contact with others in one's environment. He further hypothesized that "egocentric speech" is the "transitional form between external and internal speech" (Vygotsky, 1978, p. 27).

Gay's Culturally Responsive Teaching (CRT) Theory

Gay's (2010) theory of culturally responsive teaching advocates embracing the cultural differences of ethnically diverse students in a caring learning environment as a way to promote student success and development. This theory builds on the work of Manuel Ramirez, Alfredo Casteneda, Ronald Edmonds, and A. Wade Boykin, who sought to dislodge the "cultural deficit paradigm" prevalent in educational circles as a way to justify the economic and academic disparities experienced by socioeconomically disadvantaged, marginalized, and minority students of color.

CRT is a theory as well as a practice. It includes the following five elements: developing a knowledge base about cultural diversity, including ethnic and cultural diversity

content in the curriculum, demonstrating caring and building learning communities, communicating with ethnically diverse students, and responding to ethnic diversity in the delivery of instruction (Gay, 2010). Theoretically CRT means intentionally utilizing a cultural framework that incorporates such factors as "ethnicity, culture, gender, social class, historical experiences, and linguistic capabilities" to address student achievement across content areas, levels of schooling including the systemic/administration level, and student social emotional factors (p. xvii). In practice, it involves an ethic of care, which Gay termed culturally responsive caring. Culturally responsive caring begins with educators acknowledging and valuing the inherent worth of all students and an unwavering belief and commitment to their personal and academic achievement. Gay said that a caring-based education requires that students and teachers cannot be color-blind or culture-blind, but it involves "color talk" wherein teachers "see the world children see" or experience without negating or erasing their cultural heritage (p. 51). Caring-based education takes place in a socially constructivist atmosphere that requires the development of strong teacher-student relationships.

Bowlby's Attachment Theory

Bowlby's (1969) attachment theory explored the role of early relationships with primary caregivers in the social and emotional development of children (Watson, 2003). According to attachment theory, through positive and securely attached caregiver relationships, children can view themselves as competent and worthy of care and develop the skills necessary to regulate their emotions and behavior (Watson, 2003). Secure attachments can also help adolescents develop autonomy, increase their capacity for empathy, and strengthen their ability to trust and seek support in their growth and development (Allen &

Land, 1999; Watson, 2003). Strong attachment to another person or caregiver creates a sense of stability and security.

Within educational settings, attachment theory can help teachers understand their students' behaviors. In building a cooperative caring relationship with students, teachers can help to develop students' ability to trust, strengthen their social and emotional skills, and provide a sense of belonging for students. Watson (2003) stated that the goal of attachment theory is not to develop students' independence but to help them become "appropriately dependent" through the development of trust and competence in themselves and adults to whom they can turn for assistance when needed (p. 15). Attachment theory complements the other theories because they each emphasize the importance of relationship building and caring as essential to human development.

Justification for the Research

Prior research on caring in education has analyzed caring philosophically and identified teachers' caring practices based on teacher and student perceptions of the behaviors of caring teachers. Some researchers have categorized caring. For example, Noddings (1984) discussed ethical caring and natural caring. Valenzuela (1999) classified caring in the forms of aesthetic care, authentic care, hard care, and soft care. However, prior research has not focused on creating a model or synthesis of specific caring strategies designed to help develop or enhance a teacher's capacity to care. Therefore, this research builds on existing classifications of caring by developing a model or professional standard of care that teachers may exhibit in the physical or remote classroom to strengthen the teacher-student relationship. This model can help teachers understand the nature of care and who they are as carers, while providing care strategies they can use to improve their capacity to

care. Policymakers and school administrators can also benefit from this research as they seek

answers on how to provide care for students in the physical, remote, and hybrid format of

schooling.

Delimitations

This study was limited to PreK-College urban institutions in New York City. Caring

has a cultural component; therefore, the results of this study, while useful, may not be

generalizable to institutions outside this jurisdiction.

Limitations

Several limitations exist within the context of this study. First, caring is cultural, and

the caring practices of teachers were limited to the backgrounds of the participants in the

study. Second, qualitative research is subjective; therefore, the views of participants were

based on their own lived experiences of teacher caring.

Member checking is a mixed-methods data validation strategy in which summaries of

the findings are reviewed by key participants to determine if the findings reflect accurately

their experiences (Birt et al., 2016). However, to protect the anonymity of the participants

this validation strategy will not be used in this study.

Organization of Study

Chapter I was designed to provide a contextual and conceptual understanding of the

problem and importance surrounding the issue of care in PreK-College educational settings.

The chapter discussed the significance of caring highlighted in teacher training programs,

delivery of instruction, educational resilience, and educational outcomes. It also provided a

review of the crisis of care in education, specifically looking at three critical factors that

impact care in education: (a) teachers' dispositions, (b) the privileging of cognitive learning

over affective learning, and (c) current dominant cultural practices. This chapter also outlined

the research questions, key terms, delimitations, limitations, and theoretical rationale

supporting this research. It also highlighted the organization of the research, the statement of

the problem, as well as the purpose and significance of this study.

Chapter II of this study presents the literature review on caring in educational settings

from both a theoretical and practical viewpoint. This literature review explores an ethic of

care in educational settings through four subparts: (a) What is caring? (b) Why should

teachers care? (c) How should teachers care? and (d) What factors challenge a teacher's

capacity to care? Emphasis is placed not only on the specific attributes of an ethic of care in

developing the social capacities of trust, cooperation, sense of belonging, and mutual interest

in student development, but also as a countercultural response to dealing with current social

issues.

Chapter III focuses on the design of the study. It covers in detail the mixed-methods

convergent design used in this study to provide a quantitative and qualitative analysis of

teachers' viewpoints regarding teacher care. The chapter also features the research questions

used to provide a clearer understanding of the participants' experiences of caring in

classroom settings and how to interpret the data collected. Moreover, a more in-depth

discussion of the research methodology is provided that shows the researcher's means of data

collection and analysis.

Chapter IV presents the results or findings of this study based on teachers'

perspectives on caring that do not include the researcher's assumptions. It provides answers

to the research questions and relevant data collected that are pertinent to developing a

teacher's capacity to care.

Chapter V provides discussions and conclusions of the findings and their implications for PreK-College teachers, institutions, and policymakers. It also addresses recommendations for further research in the area of teacher care.

Chapter Synthesis

Classroom teachers are tasked with interfacing with students on a daily basis and encountering the many facets of the impact of current political, moral, and cultural practices on the lives of their students. As society continues to shift in dramatic ways requiring more social services from educators, there is greater need for understanding caring from both theoretical and practical perspectives. This requires educational institutions and society to shift from the idea and dialogue of merely expecting teachers to care, to actually providing teachers with the necessary tools involved in caring so they can effectively perform their duties.

The practice of care is not optional; it is a "nonnegotiable moral imperative and a mandatory professional responsibility" in student development (Gay, 2010, p. 250). As the theoretical frameworks of this study show, social interaction, relationships with others especially in the context of this study, and the teacher-student relationship are integral to the development of higher-order psychological processes and students' moral and holistic development. The teacher-student relationship exercised through caring is a bridge connecting students' moral and academic capacities.

CHAPTER II

OVERVIEW OF RELEVANT LITERATURE

The purpose of this chapter is to review the extant research related to teacher caring. This was accomplished by looking at teacher caring through four subparts: (a) What is caring? (b) Why should teachers care? (c) How should teachers care? and (d) What factors challenge a teacher's capacity to care? Thus, teacher caring is defined; the specific benefits of an ethic of care for students, teachers, and schools are highlighted; and strategies for how teachers can express care and institutional barriers to teacher care are reviewed.

Before reviewing the four subparts above, I begin this chapter with a brief discussion on the moral framework of caring in education which incorporates an ethic of care and an ethic of justice. This provides the critical foundational understanding that caring in education is ontologically an inclusive practice.

Ethic of Care and Ethic of Justice

Scholarly discussions on care differentiate between an ethic of justice versus an ethic of care. An ethic of justice and an ethic of care are often described as contrasting views on dealing with moral dilemmas. The central questions in an ethic of justice focus on fairness, impartiality, equality, and individual rights (Gay, 2004; Held, 2006, Siddle Walker & Snarey, 2004). An ethic of care is focused on compassion, benevolence, attentiveness, trust, responding to the needs of others, mutual concern, and fostering caring relationships (Gay, 2004; Held, 2006; Mayeroff, 1971; Noddings, 2013; Siddle Walker & Snarey, 2004; Tronto, 2015). However, thinkers such as Bubeck (1995), Ruddick (1995), and Siddle Walker and Snarey (2004) sought to integrate care based on the premise that an ethic of care is embedded in an ethic of justice.

For example, Siddle Walker and Snarey (2006) in their work *Race-ing Moral Formation* emphasized that in the African American community, care and justice are never separate in dealing with moral dilemmas or in educating Black students. The social reality of African Americans and other disadvantaged groups necessitate, for their growth and development, that meeting their needs encapsulates both an ethic of care and an ethic of justice. Historically, in educational settings, African American communities have fought for equality of opportunity for their children as well as spaces that can adequately care for their educational and economic needs. Thus, for upward social mobility and to experience full citizenship, a dichotomy between justice and care cannot exist within the African American community.

From its inception, an ethic of care was advanced as a normative moral theory or way of thinking to counter an ethic of justice framework to solve moral issues. It is based on feminine practices generally seen in women or in their mothering practices (Gilligan, 1993; Ruddick, 1985, 1995). In her work *In a Different Voice*, Gilligan (1993), a student of Kohlberg, saw within his work the absence of the feminine voice, wherein women looked at and solved problems relationally. Applying an ethic of care, Gilligan sought to honor the voices and work of mothers in the way they solve problems. Ruddick (1995), a feminist philosopher in her influential work, *Maternal Thinking: Towards a Politics of Peace*, discussed maternal thinking or reasoning by looking at mothering as care work to meet the needs and demands of children.

Meeting the needs of students requires looking at and understanding their experiences as individuals and as members of particular groups. Teachers should seek to be aware of the political and cultural forces that shape the lives of students in the communities and

institutions where they teach. Students, especially from disadvantaged groups, understand that their academic attainments and upward mobility are premised on caring through equitable and just treatment.

In her comparison of mothering as care work, Ruddick (1995) pointed out that the actions or responses of mothering to meet children's needs are not foreordained because parents or legal guardians may respond to children with indifference, assault, or neglect, which dispels the myth of mothers as "naturally" loving. Ruddick's research supported another fundamental premise, that while teachers are expected to care, they may not care or know how to care because caring for various reasons may not always be a teacher's "natural" response to students.

Based on the lens through which they view the world and their own personal experiences in the world, teachers may have difficulty merging both an ethic of care and an ethic of justice. However, the ability to care should be viewed as a skill which can be nurtured and taught rather than a fixed trait (Owens & Ennis, 2005; Owusu-Ansah & Kyei-Blankson, 2016; Zaki, 2019). Therefore, a main goal of this research was to assist teachers in moving from the assumption of care or from viewing caring as a fixed trait or disposition, to providing tools to nurture, cultivate, and teach ways of caring that strengthen the teacher-student relationship.

Caring in education is described fundamentally as neurobiological, or a moral framework which incorporates an ethic of justice that can be nurtured and developed. In addition, as explored in Chapter I, how caring is expressed and experienced is influenced by the interconnection of political, moral, and cultural factors (Held, 2006; Tronto, 1999; Velasquez et al., 2013; Watson, 2008).

What Is Caring?

Human beings are neurobiologically wired for caring—to care and be cared for (Reis et al., 2000). Caring is essential to human growth, development, and thriving. Yet it is difficult to define, includes several elements, is experienced both on the structural and classroom levels within schools, and has many barriers to its expression and acceptance by others (Anthrop-Gonzalez & De Jesus, 2006; Noddings, 2005).

Caring Defined

Caring has been described psychologically, ethically, morally, emotionally, culturally, and politically. Nguyen (2016) asserted that caring is human beings' basic aim and basic reality and should be cultivated. Caring, declared Held (2018), is based on the assumption that human beings are vulnerable, dependent, and interconnected. Mayeroff (1971) defined caring as a way of helping another grow and actualize. Noddings (2013, 2005) viewed caring as an aim of education and a way to listen to address or respond in the best way possible to the expressed needs of others. Gay (2010), highlights definitions of caring used by other researchers, to convey that caring is a value, an ethic, and a moral imperative that encompasses concern, compassion, commitment, responsibility, and action. Noblit (1993) shared that caring is the ethical use of power.

A synthesized definition of caring in education applied in this research is:

Caring in education can be defined as a way of relating to students to meet their cognitive, cultural, moral, social, emotional, political, spiritual, and psychological needs to help students grow and self-actualize.

This relationship involves some key elements or practices that form the basis of the expression of care. Some researchers have added to this understanding by discussing types of

caring. This work ought to add to this discussion through the development of a professional standard of teacher caring.

Elements and Types of Caring

The caring relationship includes the carer (the one caring) and the cared-for (the recipient of care) who are engaged in a reciprocal dependent relationship (Noddings, 2013). This relationship involves the leveraging of teacher (carer) power to influence what Noddings (2013) called nurturing the ethical ideal of the student (cared-for). According to Noddings (1988), this nurturing relationship or ethic of care is accomplished through the elements of dialogue, practice, modeling, and confirmation.

Elements of Caring

Dialogue. The aim of dialogue is to develop a trustworthy teacher-student relationship based on a search for understanding, empathy, or appreciation, which are necessary for establishing care (Noddings, 2005). Noddings (2006) wrote, "dialogue requires listening, a genuine respect for the partner in dialogue, and a mutual commitment to inform, learn, and make decisions" (p. 80). Through dialogue, teachers and students can learn to discuss differing perspectives and explore conversations with students about caring and issues that impact their lives. Thus, Noddings (2005) shared that dialogue contributes to a habit of mind by developing a mindset that seeks to learn and gather adequate information to make decisions.

Practice. Practice involves providing students with opportunities to care and be reflective about their care, with the focus on developing competence in caring rather than the development of skills to meet vocational needs. Through practice, students gain skills in caregiving which orient or shape their mind towards developing a caring mentality and

attitude (Noddings, 2005). Noddings (2005) wrote that the capacity to care is a mark of personhood, just like reason and rationality. Therefore, we should intentionally find ways to cultivate and increase this capacity. Teachers practicing care through modeling and providing opportunities for students to engage in caregiving shapes both personally and morally.

Modeling. Modeling caring involves teachers showing care to students through their actions rather than telling students to care. Through modeling, students are provided with a demonstrable expression of care. Demonstrating care is essential because the capacity to care may be dependent on a person's experience in being cared for (Noddings, 2005). Modeling caring helps shapes students' moral behavior and thinking (Weissbourd, 2003).

Confirmation. Confirmation involves identifying and revealing to students a better vision of themselves that is attainable and can be encouraged and fostered through teacher acts of caring (Noddings, 2005). It involves the element of dialogue as means to get to know students better and learn what they are trying to become. Confirming a student through identifying and expressing something positive about them or their future goals must be genuine and rooted in reality (Noddings, 2005). It is grounded in a relationship of trust and requires continuity through connection.

Noddings' (2005) view of education is "to encourage the growth of competent, caring, loving, and lovable people" (p. xxvi). Dialogue, practice, modeling, and confirmation can be viewed not just as elements of care but as nurturing or caring practices that honor the humanity of students, helping them to fully grasp and understand their place in the world. These nurturing practices require commitment to action, motivational displacement, and engrossment, and they are completed through reciprocity when the student reciprocates care

towards the teacher (Noddings, 2013). The complexities inherent in the application of each of these elements makes caring difficult.

Joan Tronto (2015) and Berenice Fisher also identified the elements of caring which, when applied to a classroom setting, include: (a) caring about or identifying the caring needs of students; (b) caring for or accepting responsibility for the needs of students; (c) caregiving or actually doing the work of addressing student needs; and (d) care-receiving or knowing whether the acts of caring were successful based on student response. Noddings (2013) also discussed the ideas of caring about, caring for, caregiving, and care-receiving, but cautioned that caregiving can occur without caring. These thinkers also agreed that caring requires giving of oneself.

Regardless of the various ways care theorists conceptualize the elements of care, the main commonality is that caring is about being in relation with others to meet their needs. In classroom settings, caring is a language, moral framework or "mark of personhood," and a way to help students learn and grow (Thayer-Bacon & Bacon, 1996). Noddings (2016) has also discussed education within the framework of "knowledge as cultural capital," and she asserted "caring as psychological capital" based on its benefits to a person's overall well-being.

In addition to the definition and elements of care discussed above providing a structural understanding of caring, some scholars have identified types of caring. We turn to these types of caring to provide a more comprehensive view of the act of caring in educational settings.

Types of Caring

Noddings (2013) identified two types of caring that are natural caring and ethical caring. Valenzuela (1999), Tichnor-Wagner and Allen (2016), and Antrop-Gonzalez and De Jesus (2006) discussed aesthetic caring, authentic caring, hard caring, and soft caring.

Natural caring. Natural caring is when caring comes naturally to an individual. All caring requires caregiving or the work of caring, which can be challenging. But, sometimes, while still requiring tremendous effort, caring is naturally motivated by love or inclination rather than a sense of duty or one's personal character development (Noddings, 2013). Natural caring is the ideal state of caring. We meet the needs of students because we want to. However, in the absence of natural caring, when natural caring fails or cannot be brought forth, we should turn to ethical caring (Noddings, 2013).

Ethical caring. Ethical caring is caring based on the belief that caring is the appropriate way of relating to another. It requires an effort not needed in natural caring. Ethical caring is generally experienced when individuals act in caring ways, especially when caring is difficult. Noddings (2013) believed that natural caring precedes ethical caring as a shift in feeling from "I must" to "I do not want to," but remembering previous moments of caring or being cared for can guide our behavior to act in caring ways.

Ethical caring recalls Ruddick's (1995) assertion that loving is not always "natural," even to mothers. Teachers may know and feel they must care and not wish to do so or believe they may not have the required tools to attend to a student's needs. However, Noddings (2013) shared that the test of caring is not completely in the results but in our motives and actions in trying to meet the person's needs. Within classrooms, teachers may feel a natural affinity to some students while they may care ethically about other students.

The types of caring discussed by Noddings take place within a moral framework. However, other types of caring identified by Valenzuela (1999) are expressions of caring not necessarily grounded in a moral or ontological nature of caring. These forms of caring focus on the classroom practices or dynamics that an individual teacher may choose or have the skills to attend to.

Valenzuela (1999) in her work, *Subtractive Schooling: U.S.–Mexican Youth and the Politics of Caring*, and as discussed by Tichnor-Wagner and Allen (2016) and Antrop-Gonzalez, and De Jesus (2006), highlighted the following forms of caring: aesthetic caring, authentic caring, hard caring, and soft caring.

Aesthetic caring. Aesthetic caring can be viewed as surface caring and may not lead to students' prosocial and academic success. This type of caring focuses on students' attendance, class grades, test scores, appearance, and graduation without attending to building relationships that can improve these academic markers (Tichnor-Wagner & Allen, 2016).

Authentic caring. Authentic caring is characterized by mutual respect, mutual trust, mentorships, dialogue, and an emphasis on a reciprocal relationship between teachers and students (Antrop-Gonzalez & De Jesus, 2006; Noddings, 2005; Tichnor-Wagner & Allen, 2016; Valenzuela, 1999). This type of caring is comprehensive and focuses on acknowledging the sociocultural and sociopolitical realities, community, and family or parental support structures that impact students' lives (Tichnor-Wagner & Allen, 2016; Valenzuela, 1999). Therefore, authentic care acknowledges and works within the realm of "building on students' cultural and linguistic knowledge and heritage" (Antrop-Gonzalez & De Jesus, 2006, p. 412). Leveraging teacher power, authentic caring does not subtract and

erase a student's lived experience from the schooling experience, but rather incorporates both to help the student achieve prosocial and academic growth (Valenzuela, 1999).

Hard caring. Hard caring is characterized by supportive instrumental relationships and high expectations for academic learning (Anthrop-Gonzalez & De-Jesus, 2006). This type of caring emphasizes academic press, caring for the specific needs of individual students, and using connections with students to leverage high expectations for student learning (Tichnor-Wagner & Allen, 2016). Hard caring facilitates a student's academic and social development and is not mutually exclusive from authentic care. But hard caring is not as wholistic in its framework as authentic caring.

Soft caring. Soft caring is characterized by pity, wherein teachers feel sorry for students' social circumstances, resulting in lowering the academic expectations for students (Antrop-Gonzalez & De Jesus, 2006; Tichnor-Wagner & Allen, 2016). For example, some opposed to caring view it as coddling students, thus associating it to a form of soft caring. However, this research contends that caring in the form of "coddling" or soft caring may cripple and disempower students; rather, the essence of caring is to connect and empower.

A caring teacher-student relationship can lead to student, teacher, and organizational growth. A foundational knowledge in the distinctions between natural, ethical, aesthetic, authentic, hard, or soft caring is helpful in developing the capacity to care. Teachers can reflect on and categorize their current care practices to identify areas for care growth.

Why Should Teachers Care?

There emerges from the research four significant reasons why teachers should care. These include: (a) Caring as a professional requirement; (b) Caring as a positive impact on student development; (b) Caring as a positive impact on teacher development; and (d) Caring as a positive impact on overall school community. Each of these factors is explored to provide a holistic view on the significance of teacher caring.

Teacher Caring as a Professional Requirement

The significance of caring on student development and educational outcomes has served to reshape teacher education requirements and the purposes of schools. The National Council for Accreditation of Teacher Education (NCATE) in its professional standards for the accreditation of teacher preparation institutions that went into effect in Fall 2008 stated under the following heading:

A VISION OF THE PROFESSIONAL TEACHER FOR THE 21ST CENTURY

NCATE believes that caring, competent, and qualified teachers should teach every child. Caring, competent, and qualified professional educators such as principals, school psychologists, reading specialists, and other professional school personnel should provide support for student learning. Student learning must mean not only basic skills but also the knowledge and skills necessary to succeed as a responsible citizen and contributor to an information economy. (p. 3)

These standards emphasize the belief that all children can and should learn, and that accredited institutions are tasked with ensuring that teachers, administrators, and specialists are prepared to help students develop the aptitudes necessary for thriving in our world.

Teacher education programs have responded to this challenging professional mandate by finding ways to identify and develop a caring disposition in its candidates who enter or seek to enter the teaching profession (Helm, 2006; Wayda & Lund, 2005). Assessing dispositions is a difficult task and infused with much debate, but teacher education programs have cited the importance of specific teacher dispositions, including caring as a necessary skill for teachers to develop (Borko et al., 2007; Shiveley & Misco, 2010).

In addition, many educational institutions from K-College have also highlighted the need for caring in their mission or vision statements. For example, the mission statement of the City University of New York (CUNY) stated, "the University must remain responsive to the needs of its urban setting…. The City University is of vital importance as a vehicle for the upward mobility of the disadvantaged in the City of New York." Moreover, each college within CUNY has its mission to further this macro-level mandate. One such example is Queens College (CUNY), which serves a diverse student population; its mission states:

> …for its faculty, the college seeks productive scholars, scientists, and artists deeply committed to teaching. It endeavors to enhance the teaching effectiveness of faculty and to encourage their research and creative work. The college recognizes the importance of a diverse faculty responsive to the needs and aspirations of students of all ages and backgrounds.

Caring is recognizable as a necessary systemic and classroom-level disposition to be nurtured.

To this end, in their hiring practices, some institutions formulate interview questions to gauge educator dispositions (Wasicsko, 2004). These institutions are seeking to avoid "dispositional misfits," with the knowledge that teacher failure often occurs not for lack of

knowledge in their given subject area but due to lack of the appropriate dispositions

necessary to be successful teachers (Wasicsko, 2004).

Thus, teachers should care and develop the capacity to care because it is a

professional mandate that acknowledges the benefits of the teacher-student relationship. This

relationship is also critical in helping schools meet their stated mission and vision statements

for the upward mobility of their students and in helping to create a morally just society.

Teacher Caring and Student Development

Viewing education as the development of the whole student and the preparation of

students to thrive in society, the daily responsibilities of the classroom teacher are numerous

and notable (Antrop-Gonzalez, & De Jesus, 2006; Gaffney et al., 2004; Noblit, 1993).

However, teacher caring helps meet critical student needs and provides a sense of belonging

from which emanates a host of advantages necessary for human development and thriving.

These advantages are grounded in and supported by neuroscience. Teacher caring also serves

to counteract negative cultural experiences.

Student Needs and Caring

Teachers provide numerous tasks for the maturity needs, learner needs, and social

order needs of students (Best, 1990). Best (1990) stated that maturity needs include providing

for students a sense of security, guidance, moral support, love, and forbearance. Learner

needs involve providing opportunities for students to gain knowledge, learn facts, practice

skills, develop attitudes, explore feelings, reflect on beliefs, and examine their values (Best,

1990). Social order needs, or needs of the student as citizen, comprise opportunities for

students to engage in corporate activities. This includes student participation in decision

making, feeling a sense of belonging, developing a sense of common destiny and mutual

concern for the well-being of others, and establishing a framework of rules and a system of sanctions to protect the liberty of students and to ensure that rules are followed (Best, 1990). Strengthening the teacher-student relationship through caring can help teachers meet these needs.

In a comparative case study examining the prevalence of caring practices in two high-performing and two low-performing urban high schools, Tichnor-Wagner and Allen (2016) stated that relationships are at the heart of caring teachers and caring schools. Teachers should care because teacher caring is central to students' school experience and can positively influence the development of students, teachers, and the overall school environment. The caring relationship and its impact flow between these three interconnected factors, serving collectively to meet the maturity, learner, and social order needs of students. Moreover, Gilligan (2004) noted, "we are hard-wired to cooperate"; brain images light up more brightly in response to cooperation than to competition (p. 105). Noddings (1995) furthered these arguments by stating that with violence among schoolchildren at unprecedented levels, when children are having children, and when society and schools promote a materialistic agenda, it may be unnecessary to argue about the need to care for and teach children how to care.

Self-determination theory states that autonomy, competence, and relatedness are necessary basic psychological needs for human-development (Chirkov et al., 2003; Ryan & Deci, 2000). In a study examining the impact of class-level climate on school-aged children's life satisfaction, it was found that teachers who supported the constructs of autonomy, competence, and relatedness resulted in increased life satisfaction and well-being for students (Rathman et al., 2018). The study also concluded that classrooms represent one of the most

important psychosocial environments for youth not only in terms of learning climate to foster cooperation, student participation, and school engagement, but also in terms of shared beliefs, emotions, habits, and peer pressure impacting school-aged children's well-being in both positive and negative ways (Rathman et al., 2018).

The present research asserts, based on the collective research in this literature review, that teachers should care because they have the power to create schools as spaces where students want to learn, teachers want to teach, and leaders want to lead. The benefits of caring on student, teacher, and the school environment has community and generational impact. Teachers are the catalyst for creating such spaces across the educational landscape.

The teacher-student relationship is central to school life, and the establishment of this relationship is often considered more important to students than a teacher's approach to subject teaching (Pomeroy, 1999). Noddings (2005) advanced the idea that caring for students is above caring for pedagogy. In addition, caring is what students want most from their teachers and the most important belief system connected to student achievement (Jones, 2002; O'Brien, 2010; Owens & Ennis, 2005). Tichnor-Wagner and Allen (2016) stated that "caring teachers in caring schools positively impact students' social development, academic effort, responsibility and attainment, and future aspirations" (p. 407). Therefore, an ethic of care has a positive impact on student development across their lifespan.

Teacher caring has a powerful positive effect on students because it fosters the essential human need for a sense of belonging or connection. Thus, the myriad benefits of teacher caring can be experienced through a sense of belonging. These benefits can be physiological and psychological as well as tangible and intangible.

Sense of Belonging and Caring

At its core, a sense of belonging can move students from a place of invisibility, alienation, or normlessness to a visible place that leads to many prosocial behaviors and outcomes in school environments (Battistich et al., 1995). When students experience a sense of belonging, it can affect their autonomy, agency, influence, identity, self-efficacy, motivation, empathy, trust, fidelity, and happiness, and build resiliency (Battistich et al., 1995; Ladlin, 2016; McKamey, 2011; Nadge, 2005; Pomeroy, 1999; Velasquez et al., 2013).

A sense of belonging and connection through a caring teacher-student relationship may also improve a student's level of engagement and academic proficiency, and advance academic press (Tichnor-Wagner & Allen, 2016). When teachers care and understand the connection between psychosocial development and teaching and learning experiences, students can feel empowered and be given a sense of hope and possibility in the face of challenging life circumstances (Nadge, 2005). The body responds psychologically as well as physiologically to a sense of belonging or connection, thus impacting a student's brain, personal agency, and self-efficacy.

Neuroscience: Brain, Personal Agency, Self-efficacy, and Caring

Connection is an emotionally felt experience as well as a psychological reaction in the brain that impacts behavior, physical, and mental health; it is critical for survival (Eisenberger & Cole, 2012; Tost et al., 2015). Psychologically, social connection activates the rewards systems in the brain and signals that one is cared for, valued by, and connected to others, whereas social disconnection may be processed neurobiologically as a survival threat, like being physically harmed, and can leave individuals vulnerable to physical trauma and wounding by predators (Eisenberger & Cole, 2012, pp. 669, 673). This survival threat taps

into the neural and physiological "alarm system," which includes the amygdala, periaqueductal gray (PAG), anterior insula (AI), and the dorsal anterior cingulated cortex (daCC).

According to Eisenberger and Cole (2012), in their study linking social neuroscience and health, humans adapt their behavior to perceived threats in these areas of the brain, emotionally, behaviorally and physiologically. In contrast, social connection activates the rewards systems that include the ventromedial prefrontal cortex (VMPEC), ventral striatum (VS), and septal area (SA). These reward systems help to inhibit responses to threats and signals that one is cared for and valued. Eisenberger and Cole surmised that "social connections reach deep into the body to regulate some of our most fundamentally internal molecular processes" (p. 673).

Tost et al. (2015), in their article "Environmental Influence in the Brain, Human Welfare, and Mental Health," posited that environmental exposures shape the developing and developed brain and affect human health. The article focused on the mechanisms related to mental health outcomes, with specific attention to experiences that may promote resiliency and the capacity of the human brain to adapt to or buffer adverse environmental influences. Their study of risk and resilience looked at the impact of stressful living conditions such as urban upbringing, childhood maltreatment, and social exclusion on brain development in the hypothalamic-pituitary-adrenal (HPA) axis that is activated by psychosocial challenges. The hippocampus, amygdala, and prefrontal cortex (PFC), which are important in learning, feed into the HPA and facilitate emotional responses. Tost et al. purported that exposure to severe chronic stress during sensitive neurodevelopmental periods reprograms the prefrontal and

limbic systems with lasting alterations in region-specific gene expression, neural plasticity, neuroendocrine functioning, and behavioral responses.

Social support in childhood by parents, caregivers, or teachers is essential in a child's neurodevelopment. Parental, caregiver, or teacher acts that harm or pose a threat to a child or student increase the risk for learning disabilities, behavioral and emotional abnormalities, depression, and anxiety. However, loving supportive care and social relationships buffer the detrimental effects of adverse life events.

Moreover, in an interpretative study conducted with 34 high school students regarding "fitting in" and how adolescent belonging is influenced by locus of control beliefs, Schall et al. (2016) concluded that social connection is instrumental in defining one's social identity, which is forged by the groups to which one belongs. In turn, an individual's social identity is critical in shaping locus of control and sense of efficacy. Locus of control or personal agency and self-efficacy beliefs are essential attributes in determining how individuals process and deal with the circumstances of their life. The effects of connection through care can strengthen these attributes and help students thrive both morally and academically.

Based on these studies, to care is to understand the impact of one's actions on another. Ergo, it is essential for educators, when designing their pedagogical style around an ethic of care, to understand the actions and behaviors that impact learning and living both psychologically and physiologically. Caring effectively for students also involves understanding the culture in which students live and appreciating a student's personal cultural heritage (Gay, 2010; Noddings, 2005; Siddle Walker & Snarey, 2004). Teachers should care because a sense of belonging or connection can help students cope with cultural

changes in society and mitigate risk factors in their lives by enhancing resiliency (Nadge, 2005).

Culture and Caring

In a postmodern society characterized by instability, students are faced with unprecedented academic, social, and cultural changes that pose significant challenges to their ability to thrive morally and intellectually (Esteve, 2000; Furman, 1998; Noddings, 2005). According to Esteve (2000) and Noddings (2005), these rapid and profound social changes have led to the remodeling of teaching systems and teacher training programs to meet the new changes in the economy, technology, family structure, and more culturally diverse populace. In addition, economic inequities within educational structures often mirror segregated communities within the society; zero-tolerance policies within schools disproportionately impact African American, Latino/a, Lesbian, Gay, Bisexual, Transgender, Queer (LGBTQ) students, and students with disabilities; and the increase of bullying in schools and violence in the society shape schooling (Bradshaw, 2013; Haight et al., Mallett, 2014, 2017; Snapp et al., 2015; Walton & Cohen, 2011). A classroom has a revolving door. What happens in the larger society of a student's life occupies the classroom. Conversely, what happens in the classroom impacts the larger society of a student's life. Proponents of caring, supported by neuroscience, believe that caring is beneficial in helping students effectively manage the moral and academic pressures they encounter due to cultural forces they may experience (Antrop-Gonzalez & De Jesus, 2006; Noblit, 1993; Tichnor-Wagner & Allen, 2016; Walton, & Cohen, 2011).

In her work on Culturally Responsive Teaching (CRT), Gay (2010) discussed the diversity of schools in America and highlighted that, since 2004, students of color exceeded

the number of white students in six states. Therefore, teachers in inner-city and suburban areas are likely to have students from diverse ethnic, racial, linguistic, and religious groups in their classrooms (Gay, 2010). CRT within a caring framework requires teachers to have awareness of how their culture impacts their teaching as well as understanding of and respect for the cultural backgrounds of their students and how students' culture may shape their behavior and the way they learn (Antrop-Gonzalez & De Jesus, 2006; Gay, 2010; Ladson-Billings, 1995). As such, educators are called upon to incorporate aspects of a student's cultural background into their curriculum. For example, in her study on culturally relevant pedagogy, Ladson-Billings (1995) discussed the work of teachers in a Hawaiian school who incorporated *talk-story*, a language interaction style common among Native Hawaiian children in the curriculum and achieved higher levels of student achievement on standardized tests. This infusion of students' language interaction patterns in the curriculum also showed improved student achievement in a study among Native American children (Ladson-Billings, 1995).

Antrop-Gonzalez and De Jesus (2006), in their study using in-depth interviewing, participant observation, and historical and curricular documents of two successful urban Latino community-based small high schools, observed that the practice of the schools to embed Latino/a values and struggles for educational rights in the formal and informal structures and curricula of the school, provided a level of care which affirmed students' cultural identities and fostered a sense of belonging.

Gay (2010), Ladson-Billings (1995), and Antrop-Gonzalez and De Jesus (2006) concurred that educational caring is not color-blind, power-blind, or culture-blind, and it is important for communities of color to understand caring within their sociocultural and

sociopolitical context. However, as expressed in these studies, affirming a student's identity and understanding the cultural impact on students' growth and development is grounded in caring through relationship. Through relationship, a teacher can help develop resilient characters and meet the maturity, learning, and social order needs of students (Best, 1990; Schoeman, 2015).

Another key benefit of a caring teacher-student relationship is that students learn how to care by being cared-for. In a study of primarily Latino and Afro-Caribbean American students between the ages of 11 and 15 that looked at caring as empowerment, a student shared, "just as we learn to care when others care for us, we also stop caring when we do not feel that others care" (Mercado, 1993, p. 90). Caring can awaken the capacity to care, benefiting both the carer and the cared-for (Mercado, 1993).

Caring can also promote positive relationships among students in a class, foster peer relationships that can improve academic performance, and provide the motivation for students to be moral (Berg et al., 2009; Ladlin, 2016; Mercado, 1993; Velasquez et al., 2013; Wentzel & Asher, 1995). In addition, caring and warm supportive classrooms have a positive effect for disadvantaged students, students who may find school challenging, low socioeconomic status (SES) students, and excluded students who may feel a lack of autonomy and respect (Battistich et al., 1995; O'Brien, 2010; Pomeroy, 1999).

Moreover, an ethic of care improves student engagement and achievement. Klem and Connell (2004), in their article looking at the significance of relationships, noted that students in urban, suburban, or rural settings become more disengaged in school as they progress from elementary to high school such that when students reach high school, approximately 40% to

60% are severely disengaged from school. Caring with its focus on developing the whole student can help to counteract student disengagement.

As previously mentioned, the benefits of caring in student development can be achieved because caring produces a sense of belonging or connection. Sense of belonging linked to affective theory affects critical areas in our lives that are necessary for growth. Reis et al. (2000) wrote that interpersonal relationships influence human behavior and development, are foundational to life, and take place in a social context. This thought was also advanced by Vygotsky's (1978) ZPD theory, grounded in social interaction to help students reach their potential. Based on the myriad benefits to the health and well-being of students, it is important for teachers to have a working knowledge of how caring through sense of belonging promotes positive student development. But teachers should also understand the impact of their caring behaviors on their personal and professional lives.

Teacher Caring and Teacher Development

Teachers should care because teacher caring not only positively influences critical school factors such as student engagement and overall well-being, but also because caring can positively impact their development as teachers. A teacher's capacity to care can impact teacher retention rates, quality of teaching, student opinions, academic persistence, and ability to care.

Teacher Retention and Caring

Supporting an ethic of care in teaching, Owens and Ennis (2005) concluded, "20% of beginning teachers leave because of difficulty building relationships with students" (p. 412). Thus, it can be surmised that equipping teachers with tools to connect with students may help

to improve retention rates of beginning teachers, which is a challenge for many school systems.

Quality of Teaching and Caring

Caring is considered to constitute good teaching based on the premise that all good teaching involves relationship (O'Brien, 2010). In her research looking at understanding the role of caring in teaching, Nguyen (2016) posited that teachers who do not take care of the educational needs of their students are ineffective—caring provides a safeguard for teachers from bad teaching. Caring teachers and college professors increase their possibility of being able to do their work effectively, can effect change and stimulate growth, and are more likely to be successful at teaching their students (O'Brien, 2010; Thayer-Bacon & Bacon, 1996).

Flannery (2015) shared that caring provides teachers with better tools and skills to work with students from different groups and can offer more effective means of dealing with disciplinary issues, thereby helping to reduce implicit biases and cultural deficit thinking. Moreover, research has shared that focusing on the concrete educational needs of students can prevent teachers from viewing students as empty receptacles or as a means of financial or professional advancement (Nguyen, 2016).

Student Opinions, Persistence, and Caring

Students value and fondly remember teachers who care (O'Brien, 2010; Owens & Ennis, 2005; Thayer-Bacon & Bacon, 1996). Teachers who were perceived as warm and affectionate were also rated by students as being more competent, structured, and less coercive. In a study of over 100 administrators, teachers, students, parents, and community members in an African American school, students acknowledged that they could relate better to teachers and administrators in a caring environment; moreover, they wanted to emulate

teachers who they considered as strong role models. If teachers were caring, students were more likely to believe teachers' comments about their potential and be motivated to work to avoid disappointing teachers who labored hard to help them be successful (Owens & Ennis, 2005). Thus, caring helps teachers engage with students, positively influences student behavior, and affects change as students are encouraged to grow and learn (Thayer-Bacon & Bacon, 1996).

In a study examining dropout rates in 196 Kentucky high schools, the main reason students dropped out of high school was disengagement, which occurred over a long-term process. Students who dropped out perceived that teachers' interest in their lives was low (Christle et al., 2007). The findings of this study showed that "teachers are an important source of social capital for students" and can reduce the probability of dropping out by half, as teachers are often the most frequently encountered role models for students outside their family (p. 333).

Social relationships are necessary to move students from where they are academically to where they need to be. In a study of 248 sixth to eighth grade students highlighting caring and student motivation, it was revealed that students who did not have friends but were well-liked by teachers were highly motivated to achieve academically because students tend to engage in the routines of class when they feel supported and valued (Wentzel, 1997). Voelkl's (1995) study of 13,121 eighth graders on school warmth, student participation, and achievement reported the same as previous studies that caring, warm, supportive teachers increase student engagement, which, in turn, helps develop student competence, autonomy, and sense of belonging or relatedness. However, the absence of student-teacher relationships

encompassing trust and acceptance was found among marginal students, confirming the impact of teacher caring on student performance (Voelkl, 1995).

Teacher Capacity to Care and Caring

Modeling care can help teachers become better at caring (Owens & Ennis, 2005). In addition, caring also helps teachers to grow and self-actualize as they too change through a knowing relationship with students (Mayeroff, 1971). Therefore, the act of caring produces a reciprocal growth effect in the teacher (carer) through caring for students (cared-for). However, Mayeroff (1971) warned that teachers are not to care for the benefits they can receive; rather, caring is how we ought to live and how teachers ought to conduct their professional lives. Caring is an end in and of itself.

Caring is also difficult. But the benefits of care are also difficult to ignore for the carer and the cared-for. The lack of personalized relationships (i.e., teacher knowledge of students and personal student-teacher relationships) was associated with a weak sense of belonging among students (Voelkl, 1995). Thus, when care is seen through a lens of the cognitive/academic, cultural, moral, political, and psychological development of students and teachers, it may be overwhelming but necessary, even impacting the overall school environment.

Teacher Caring and Development of School Environment

When students feel a sense of belonging or connection in their classrooms, this can translate into how they feel about the school environment. This can result in feelings of legitimacy, inclusiveness, and acts of prosocial behaviors.

Legitimacy, Inclusivity, and Care

Ladlin's (2016) study on the psychology of belonging shared that minority students often do not feel they belong in school and every facet of society. However, through caring, a sense of belonging can provide legitimacy and inclusiveness as valued members in the school community. In addition, Battistich et al. (1995) examined 24 elementary schools for schools as communities, poverty levels of student populations, and students' attitudes, motives, and performance. They reported that when educational settings are not meeting the needs of students for belonging and identification, some poor and minority students may form groups with competing values that are anti-achievement.

Prosocial Behaviors and Care

As chronicled by Jones (2002), schools high in community through caring supportive environments experience less absenteeism, fewer conduct problems, reduced drug use and delinquency, and greater commitment to democratic values. In addition, students display a greater liking for school, coupled with a stronger motivation to learn, higher education expectations, and improved academic performance (Jones, 2002).

Teachers cannot and should not do this work alone. A sense of belonging can best be realized when school structures in concert with classroom structures are intentionally designed to provide and promote an ethic of care (Kratzer, 1997; Ladlin, 2016; Zakrzewski, 2012). Students and teachers benefit from a caring school community because a sense of community improves both student and teacher morale and satisfaction. A strong evidence-based case has been proffered to support why teachers should care. The next section now looks at the literature surrounding *how* teachers should care.

How Should Teachers Care?

Noddings (2005), Best (1990), and Tichnor-Wagner and Allen (2016) defined caring as a means of listening to and addressing or responding, as best as possible, to the expressed needs of others. This definition is considered a more progressive rather than traditional view of caring as a virtue that promotes students achieving and acquiring a prescribed set of skills and knowledge (Noddings, 2005). The synthesized definition of educational caring used in this study was "caring is a way of relating to students to meet their cognitive, cultural, social, emotional, moral, political, spiritual, and psychological needs to help students grow and self-actualize." These needs can be met because caring produces a sense of belonging that promotes the essential constructs of trust, resiliency, motivation, and identity. But how is this accomplished? Developing the capacity to care requires a teacher to engage in three critical courses of action: (a) Consideration or examination of their assumptions about students, teachers, and teaching; (b) Connecting with students through practical application; and (c) Commitment to teaching students well.

Consideration of Assumptions

Caring for students is not simply a list of practices or behaviors. It is a mindset based on key assumptions about students, teachers, and teaching which shape classroom atmospheres.

Assumptions about Students

The caring teacher mindset begins by viewing students as human beings (Beauboeuf-Lafontant, 2002). Within this context, students are seen as fallible, flawed individuals who make mistakes (Thayer-Bacon & Bacon, 1996). Teachers should also assume that students' environment or socioeconomic status does not have to dictate their destiny (Bandura, 2005).

In addition, a caring teacher mindset believes that students come to class with certain ways of self-knowing that include their strengths and weaknesses as well as how they learn best; they, therefore, can take partial responsibility or involvement for their own learning (Thayer-Bacon & Bacon, 1996). The caring mindset begins with the understanding that most students want to learn and succeed in school (Pomeroy, 1999). It realizes that ignoring students' needs assumes only the content should matter (Nguyen, 2016).

Moreover, the caring teacher mindset understands that students come to class with a mental profile of the "caring teacher" (Pomeroy, 1999). They also understand that students reciprocate caring to end the caring process (Owens & Ennis, 2005).

Effectively caring for students begins by teachers entering classrooms with a mental framework of working alongside students in their developmental journey. This requires honoring their humanity and preserving their dignity.

Assumptions about Teachers

The caring teacher mindset understands that teachers do not know everything (Thayer-Bacon & Bacon, 1996). It assumes that teachers are models, facilitators, resources, and conduits in the learning process (Jones, 2002; Thayer-Bacon & Bacon, 1996). Moreover, teachers are responsible for monitoring and influencing student behavior (Pomeroy, 1999).

The caring teacher mindset assumes that teachers are motivated by their concern for students' well-being (Pomeroy, 1999). It also assumes that teachers believe that caring is about wanting to do one's best for one's students, themselves, and their profession (O'Brien, 2010). It is premised on teachers' belief that students need to feel a sense of belonging, have a positive self-value or self-concept, and develop agency or locus of control, self-efficacy,

and self-esteem (Bandura, 2005; Jones, 2002; Macartney, 2012; Pomeroy, 1999; Valentine et al., 2004).

In addition, teachers are viewed as responsible for maintaining an orderly classroom atmosphere by effectively managing misbehaviors to provide a secure, safe place for learning where students can take risks (McKamey, 2011; Nguyen, 2016; Owens, & Ennis, 2005; Thayer-Bacon & Bacon, 1996). Teachers are also equipped with the power to alter the curriculum or learning environment to increase student engagement in the learning process (McLaughlin, 1991). Teachers' beliefs in their instructional efficacy partly determine how they structure their academic activities in their classrooms, which affects students' academic development, judgments of their abilities, and cognitive development (Bandura, 2005).

The caring teacher mindset also assumes that teachers take responsibility for initiating action in the relationship based on their best judgment and anticipation of what students need (Owens & Ennis, 2005). Therefore, teachers devote serious attention to thinking about, negotiating, and carrying out actions in the best interests of their students (Owens & Ennis, 2005).

Assumptions about Teaching

Teachers must have a clear decision about how they plan to teach and the educational values they hold important (Esteve, 2000). Esteve (2000) pointed out critically that "for the first time in history, society is not asking educators to prepare new generations for the present needs of society, but rather to prepare them for the challenge of meeting the needs of a future, not yet existent society" (p. 202).

The caring teacher mindset understands that the process of caring for students takes precedence over pedagogy (McLaughlin, 1991). Thus, the mindset of effective teachers is

people-oriented rather than thing-oriented (Wasicsko, 2004). It is also premised on the idea

that classrooms function best on mutual respect (Pomeroy, 1999). It holds a view of

knowledge and how people learn that learning is transactive and assumes we are all social

beings who learn from each other rather than being independent autonomous learners

(Thayer-Bacon & Bacon, 1996). Caring teachers should also believe that students will learn

more if they have a chance to develop a respectful, trusting, valuing relationship with their

teachers (Thayer-Bacon & Bacon, 1996).

Moreover, the caring mindset assumes that teaching is about caring or creating a

nurturing teacher-student relationship that is intentional or deliberate (O'Brien, 2010). It

assumes that teaching involves leveraging teacher power to help students learn and grow

(Macartney, 2012; Noblit, 1993). Caring teachers also believe that teaching is about

understanding or learning to know oneself as a teacher and what one believes (Owens, &

Ennis, 2005). They also view teaching as an art that is unpredictable and always in the

process of becoming (Ladson-Billings, 1995).

These tenets are premised on the fundamental assumption that teacher beliefs lead to

teacher behaviors, which impact students' beliefs and lead to students' behaviors, which

ultimately lead to student achievement (Owens & Ennis, 2005). By examining their

assumptions about students, teachers, and teaching, teachers can simultaneously seek to

recognize their disposition to care. Our belief system drives our behavior. But even as beliefs

change, teachers may lack the tools or behavioral techniques to improve their practice.

Therefore, in addition to considering their assumptions, a pedagogy of care requires

teachers to connect with students through practices of caring. Teachers need to be able to

identify their care strengths and care weaknesses, and they should be given specific actions they can incorporate to improve their care practices and connect with students.

Connection with Students

The caring mindset involves certain caring practices and teacher behaviors as outlined in the standards for putting care into practice. These practices or behaviors can produce the specific outcomes of trust, sense of belonging, sense of community, safety, student engagement, risk taking, motivation, resiliency, support, autonomy, agency or locus of control, and self-efficacy. Each of these outcomes is a necessary construct for student growth and development across the life span. However, despite knowledge of the benefits of caring, relating to students is a difficult task. It often includes the removal of many social, economic, psychological, and cultural barriers that threaten to impede the teacher-student relationship. In addition to examining their assumptions, teachers can further develop their capacity to care by being aware of systemic care practices in their schools such as Pastoral Care, Culturally Relevant Education (CRE) or Culturally Responsive Teaching (CRT), the Child Development Project (CDP), Restorative Justice, and Positive Behavioral Interventions and Supports (PBIS). Teachers should also be familiar with teacher caring behaviors practiced by themselves or other practitioners; this is discussed next.

Teacher Care Behaviors

The literature on caring reveals that teachers can perform many actions that teachers and students perceived as caring. These actions have been grouped under the following themes or care practices. These practices are evidence-based strategies to help teachers develop care and strengthen the teacher-student relationship.

These care practices assert that teachers in caring classrooms: See, Know, be Open with, be Kind to, be Fair with, Respect, Include, Hear, Support, Laugh with, Learn with, Equip, Assess, Inspire, Believe in, Empower, Reason with, Celebrate with, Advocate for, and Love every student.

Themes and Behaviors for Practicing Care

See Every Student

- ▪ Recognizing each student as a person with unique attributes and relating to them based on their individual needs in ways that shorten the distance in the teacher-student relationship to promote trust (Feldman, 1976; Hargreaves, 2000; Hativa et al., 2001; McKamey, 2011; McLaughlin, 1991; Owens & Ennis, 2005; Saevi & Eilifsen, 2008; Tosolt, 2009).

Teacher Behaviors

Seeing every student requires recognizing and relating to students as one person to another. This relationship can begin by learning the names of students (Antrop-Gonzalez & De Jesus, 2006; Wentzel, 1997). A transfer student remarked, "My teachers didn't even know my name. If they wanted to get my attention, they would poke at me or yell at me. After a month of this..., I was like, 'I'm outta here!'" (Antrop-Gonzalez & De Jesus, 2006, p. 420).

Seeing students also requires greeting students with a friendly greeting on entering or exiting the classroom (Macartney, 2012; Tosolt, 2009). It also requires showing interest in students as persons by addressing their social, emotional, and academic needs (Owens & Ennis, 2005). This entails attending to and discerning students' perceived and unperceived

needs. In her study *Understanding the Role of Caring in Education*, Nguyen (2016) shared

the example of a student named Johnny who asked for help because he was frustrated.

However, Johnny's teacher understood or perceived that in addition to academic assistance,

Johnny needed to learn how to handle frustration and build resilience. The ability to figure

out what students actually require or need allows teachers to contribute to students' well-

being in meaningful ways (Nguyen, 2016).

Seeing every student also means paying attention to how one's teaching is impacting

students or whether students are learning (Nguyen, 2016). Students also identify teachers as

caring when they do not forget their name, recognize they are sad and ask them why, not

ignore them when they do something wrong, and talk to them about problems they are

experiencing (Wentzel, 1997). This practice can also include treating students as individuals

and paying attention to and acknowledging the presence of all students, including the quiet

ones (Hativa et al., 2001; Saevi & Eilifsen, 2008; Yair, 2008).

Know Every Student

- Learning or acquiring in-depth knowledge about who students are and their

  personal background, interests, abilities, concerns, and learning styles in order to

  recognize, interpret, and attend to their needs to build rapport (Hargreaves, 2000;

  Levering, 2000; Mawhinney & Sagan, 2007; O'Brien, 2010; Owens & Ennis,

  2005; Thayer-Bacon & Bacon, 1996; Ware, 2006; Yair, 2008).

Teacher Behaviors

Knowing every student requires expending time and energy to learn or gather

information about each student through observation and dialogue with students, their parents,

or other colleagues (Gaffney et al., 2004; Jones, 2002; Mercado, 1993; Owens & Ennis,

2005; Velasquez et al., 2013). This entails attentive listening to what students share, keenly observing their patterns of behavior, and noticing students' focus and emotional states as well as the emotional climate of the classroom (i.e., joy, anger, frustration, boredom) (Anderman & Anderman, 2009; Hargreaves, 2000; O'Brien, 2010; Owens & Ennis, 2005; Pomeroy, 1999). Teachers can also use interest surveys or other activities to discover the uniqueness of their students (Mawhinney & Sagan, 2007).

Knowing every student also involves asking students questions about their personal life and seeking to establish a personal relationship with students inside and outside the classroom. For example, teachers may eat with students or attend in school or afterschool events such as games (Jones, 2002; McKarmey, 2011; Mawhinney & Sagan, 2007; McLaughlin, 1991). On the collegiate level, one professor holds "Get to Know You Meetings," which are one-on-one meetings with her new students at the beginning of the semester at a convenient time and place for her and them (O'Brien, 2010). In remote teaching, some instructors use virtual office hours to duplicate this practice.

Knowing students can also mean learning about their families and home culture by building relationships with students' families to express that a teacher cares about them (Aarela et al., 2016; Antrop-Gonzalez & De Jesus, 2006; Beauboeuf-Lafontant, 2002; Jones, 2002; Macartney, 2012; Mercado, 1993; Tosolt, 2009; Velasquez et al., 2013; Ware, 2006). It can also entail being aware of students' academic needs, which may be impacted by specific curriculum educational demands or non-curriculum educational factors (Nguyen, 2016). Students' academic knowledge also includes knowing their preferred ways of learning—for example, working alone or in groups and at times allowing students the freedom to choose (Tosolt, 2009).

Knowing students is important to their learning. It builds rapport and creates a sense of belonging and participation in their academic lives (Macartney, 2012). The process of getting to know students also communicates to them that teachers are personally committed to their success (Jones, 2002).

(be) Open with Every Student

- Showing authenticity and displaying an approachable communication style that provides an environment of warmth and acceptance (Anderman & Anderman, 2009; Antrop-Gonzalez & Allen, 2006; Feldman, 1976; Hativa et al., 2001; McLaughlin, 1991; O'Brien, 2010; Saevi & Eilifsen, 2008; Thayer-Bacon & Bacon, 1996; Yair, 2008).

Teacher Behaviors

Being open with every student requires being authentic or genuine (Yair, 2008). In McLaughlin's (1991) study on students and teachers that discussed teachers reconciling care and control with their position of authority, students reported that caring teachers should be real or authentic and spontaneous by being able to think on their feet. In this study, one student reported about their English professor: "She's just so human, it is easier for students to relate to teachers who don't put up fronts…she's not intimidating and has a desire to learn from us" (p. 185). Other studies reported that students liked being able to refer to their teachers on a first-name basis and to view their teachers as friends whom they trust enough to share information (Antrop-Gonzalez & De Jesus, 2006).

Being open with students necessitates teachers being themselves and approachable as a way to open the lines of communication in the teacher-student relationship (McLaughlin, 1991; Mercado, 1993). Teacher openness also means modeling intimacy, being reflective,

and engaging in open dialogues with students that are characterized by honesty or truth and caring (Jones, 2002; O'Brien, 2010; Tosolt, 2009; Wentzel, 1997). In this open relationship, students are not seen as a means to a teacher's personal or professional ends such as a paycheck.

Openness towards students also highlights the importance of providing a welcoming atmosphere and disposition (Thayer-Bacon & Bacon, 1996). It also shows teachers expressing vulnerability by being able to admit when they are wrong (Tosolt, 2009). Teachers may also take divergent opinions and tolerate criticism and feedback from their students (Maatta & Uusiautti, 2012). This entails being receptive to new ideas and viewpoints of students, showing a desire to learn from them (Feldman, 1976; McLaughlin, 1991; Yair, 2008).

Moreover, teachers can also show enthusiasm and joy for teaching or allow students to listen to music while they work (Hativa et al., 2001, Ware, 2006). Openness is also reflected when teachers can be comfortable with students by sharing information about themselves, creating a welcoming and approachable atmosphere (Anthrop-Gonzalez & Allen, 2006; McLaughlin, 1991; Mercado, 1993). Thus, depending on the context, teachers may share personal stories about their life and professional or crucial life experiences with students, which show their sincerity and realness to engage students in the process of learning and allow students to get to know them (Anderman & Anderman, 2009; Hativa et al., 2001; Saevi & Eilifsen, 2008; Yair, 2008). In sharing, teachers may choose to reveal aspects of themselves to merge their images of authority figure and teacher-as-a-real-person (Mawhinney & Sagan, 2007). These behaviors can promote an atmosphere of trust as teachers leverage their power in positive ways to connect with students.

(be) Kind to Every Student

- Displaying a warm, friendly, thoughtful disposition in language and actions that create a safe, compassionate space for students to learn and grow (Hargreaves, 2000; Hativa et al., 2001; Mawhinney & Sagan, 2007; O'Brien, 2010; Pomeroy, 1999; Saevi & Eilifsen, 2008; Thayer-Bacon & Bacon, 1996; Uitto, 2012; Wentzel, 1997).

Teacher Behaviors

Being kind to every student involves using a friendly approach and disposition when communicating with students. Students describe teachers as caring when teachers refrain from shouting (yelling) and anger, instead choosing to use a calm tone of voice, polite words during discussions, and no display of a negative attitude towards them (Mawhinney & Sagan, 2007; McLaughlin, 199; Pomeroy, 1999; Saevi & Eilifsen, 2008).

Kind teacher behaviors also include smiling and exercising patience with students (Tosolt, 2009). Teachers can also create a kind atmosphere by not ignoring or interrupting students when they wish to share their thoughts and ideas (Mawhinney & Sagan, 2007; Wentzel, 1997). Helping students or acting as a friend are also considered by students to reflect acts of kindness. In addition, kindness can be shown by refraining from calling students nasty or offensive names, embarrassing students when they do not know the answer to questions, or mocking students' appearance or skills, but instead finding supportive methods to address their needs (Uitto, 2012).

Being polite and saying please and thank you to students or extending simple courtesies like picking up a dropped item or holding a door for students show kindness (Mawhinney & Sagan, 2007). Teachers can also greet students when they arrive, wish them

well when they leave, and speak well of all students (Aarela et al., 2016; Mawhinney &

Sagan, 2007). Acts of kindness in words, a positive disposition, and actions are foundational

in creating a healthy caring teacher-student relationship (McLaughlin, 1991; Pomeroy, 1999).

(be) Fair with Every Student

- ▪ Treating students justly and without bias regardless of age, race, gender, sexual

  orientation, religion, academic ability, or socioeconomic status (Feldman, 1976;

  Maatta & Uusiautti, 2012; Mercado, 1993; Peter & Dalbert, 2010; Tosolt, 2009;

  Uitto, 2011).

Teacher Behaviors

Being fair with every student requires being mindful of not violating the rights of

students (Jones, 2002). This can involve refraining from racist or discriminatory comments

and actions directed towards specific students or groups of students (Pomeroy, 1999). It

requires ensuring fairness in disciplinary issues and academic attention. Fairness in discipline

means gaining all sides of a story during student conflict and applying sanctions fairly

(Pomeroy, 1999). Academic fairness involves helping all students by suspending any

preconceived judgments of students' ability or potential and finding solutions to meet

students' academic needs (Tosolt, 2009).

Beauboeuf-Lafontant (2002), in her study examining the pedagogy of exemplary

Black women teachers, shared the strategy of a teacher named Carrie: "When I am in a

quandary about how to handle a child, I think, 'What would I do if that child were my child?

And how would I want that child handled were my son or daughter in that situation?'" (p. 74).

Fairness also involves evaluating and grading all students impartially (Feldman,

1976; Peter & Dalbert, 2010). Teachers who can refrain from showing favoritism to specific

students or groups of student show fairness (Anderman & Anderman, 2009; Peter & Dalbert, 2010; Saevi & Eilifsen, 2008). Fairness can be expressed by finding evidence before accusing or confronting students about various incidents (Uitto, 2011). Fairness is also reflected by challenging all students and treating students equally, regardless of their background (Maatta & Uusiautti, 2012; Ware, 2006).

Being fair requires a teacher being aware of and managing appropriately their implicit or explicit bias towards various groups of students. This can entail consistently giving all students opportunities to have input into the classroom (Mawhinney & Sagan, 2007). Teachers can also seek to ensure that their verbal and nonverbal actions do not produce an adverse impact on students' academic or psychological well-being.

Respect Every Student

- Valuing the dignity and life stories of students to create an atmosphere of acceptance (Feldman, 1976; Mawhinney & Sagan, 2007; Tichnor-Wagner & Allen, 2016; Ware, 2006).

Teacher Behaviors

Respect is at the heart of caring student-teacher relationships because at its core, respect entails valuing the life, dignity, or humanity of students. It encompasses all care practices because, like care, it is a necessary and effective way or language of communicating with students. For example, respect is an underlying principle operating through all care practices (Jones, 2002; Pomeroy, 1999, Tosolt, 2009; Wentzel, 1997). Therefore, respect is built and felt when teachers value the life stories of students and get to know them personally rather than holding and expressing deficit views of students and their abilities (Tichnor-Wagner & Allen, 2016). Respect can be expressed and nurtured when all

students are treated as valuable members in the learning environment wherein their perspectives and experiences are honored (Pomeroy, 1999; Thayer-Bacon & Bacon, 1996). This occurs when teachers seek to open lines of communication during instruction, provide guidance and mentorship about academic or social issues, and make themselves accessible to students.

Expressing a language of respect builds caring classrooms. Respect can be expressed by using language that does not make students feel irrelevant or that they cannot achieve. For example, in Tichnor-Wagner and Allen's (2016) study, a student revealed, "they need to get some more teachers that do care because some of my teachers be saying, oh, we don't care, I don't care if you get your education or not, I got mine, I got my degree, I'm workin' here, I don't care if you do your work or not, so that's just you" (p. 423). This type of language is often interpreted by students as disrespecting them as persons. A language of disrespect creates a sense of alienation and frustration for students. Teachers can also avoid insulting and being critical or judgmental toward students (Hativa et al., 2001). They can also refrain from speaking about students to other students or they can choose to discipline students privately rather than publicly (Mawhinney & Sagan, 2007).

Respect can also be expressed when teachers correct students' errors without putdowns, allowing students to express their ideas without criticism or balancing corrective feedback with recognition of strengths (Mawhinney & Sagan, 2007). Displaying student products, treating students as people, apologizing to students when misjudging them, or handling a situation more appropriately are all forms of showing respect for students (Aarela et al., 2016; Mawhinney & Sagan, 2007; Ware, 2006). Respect should be mutual, and caring

teachers through their actions work to develop mutual respect between themselves and their students.

Include Every Student

- Utilizing language and practices of inclusion to create a culture of belonging for all students (Beauboeuf-Lafontant, 2002; Macartney, 2012; Noblit, 1993; Velasquez et al., 2013; Yair, 2008).

Teacher Behaviors

Including every student requires utilizing inclusive language and classroom practices. Inclusive language can be exhibited in the form of kind, respectful, supportive words, actions, and dispositions (O'Brien, 2010; Thayer-Bacon & Bacon, 1996; Tichnor-Wagner & Allen, 2016). Inclusive classroom practices can involve including students in the daily tasks of a class through rotation of classroom duties or allowing students a voice in the material and delivery of what they are learning (Noblit, 1993; Thayer-Bacon & Bacon, 1996). This can also entail developing community-based activities to provide an opportunity for students to see themselves as part of something significant (Ware, 2006). Thus, students can also be provided with opportunities to be responsible for meaningful organizational tasks throughout the school (Jones, 2002). This can give students an integral role in the decision-making process as they make rules or organize events (McLaughlin, 1991; Owens & Ennis, 2005; Pomeroy, 1999; Tosolt, 2009; Vieno et al., 2005). Including every student also involves encouraging students to participate in the development of personal and whole class behavioral expectations (Jones, 2002).

Inclusion is also accomplished through whole class discussions and group work. Students can also be encouraged through group assignments to work on activities that help

them get to know each other better, which can strengthen the student-student relationship (Tichnor-Wagner & Allen, 2016). Caring teachers can create a classroom culture in which the teacher allows all students to share their voice by answering and asking questions (Beauboeuf-Lafontant, 2002; Wentzel, 1997). Teachers can also allow students to select the standards by which they will be evaluated and the pieces of evidence they want to use as proof that they have mastered key concepts and skills (Ladson-Billings, 1995).

A classroom model of inclusion is meant to translate into the students' role as productive citizens in the larger society, thereby meeting their social order needs. Thus, providing opportunities for all students to participate and succeed, letting students offer solutions to individual or team problems rather than relying on the teachers' own expertise, and teaching all students, not just the good ones are all-inclusive practices (Aarela et al., 2016; Mawhinney & Sagan, 2007; Raelin, 2006). Participation in classroom tasks can recognize students as necessary, functioning members of the classroom society by conducting activities that serve the collective good. Macartney (2012) described integration or inclusion as care because such practices value every student and help build trusting relationships between students and teachers, as well as students and students.

Hear Every Student

- Listening actively to, welcoming, and valuing students' voice through discussions and decision-making processes, including developing norms or organizing events within the classroom (Antrop-Gonzalez & De Jesus 2006; Best, 1990; Feldman, 1976; Hativa et al., 2001; Mawhinney & Sagan, 2007; McLaughlin, 1991; Reeve & Jang, 2006; Vieno et al., 2005; Ware, 2006).

Teacher Behaviors

Hearing every student requires actively listening to students, or what Macartney (2012) termed applying the "pedadogy of listening" that emphasizes students' rights to exercise their agency, contribute, learn, participate, belong, be valued, and accepted (p. 172). Therefore, caring classrooms provide spaces wherein student voices and experiences are heard, respected, and welcomed not only when teachers hold classroom discussions but also when teachers listen to students about the non-academic issues they encounter (Tosolt, 2009; Velasquez et al., 2013; Wentzel, 1997). Hearing students also entails being alert to student voices and perspectives which may be outside the norm but allows for engaging with and learning from the differences and diversity of students (Macartney, 2012). These dialogues can lead to mutual understanding and perspective taking (Wentzel, 1997).

Teachers can take time to engage students in dialogue about ideas, including questioning these ideas (McLaughlin, 1991; Owens & Ennis, 2005; Pomeroy, 1999; Tosolt, 2009; Vieno et al., 2005). Teachers do not speak for students but value their thoughts, and provide useful feedback that creates a safe, non-judgmental space for healthy risk-taking wherein students can express themselves freely (Antrop-Gonzalez & De Jesus 2006; Best, 1990; Nadge, 2005; O'Brien, 2010; Thayer-Bacon & Bacon, 1996).

Moreover, hearing every student involves actively listening to students' suggestions or concerns about academic or non-academic issues they encounter (Aarela et al., 2016; Macartney, 2012). Students are encouraged to share their experiences or express their ideas and opinions (Feldman, 1976; Tosolt, 2009; Velasquez et al., 2013; Wentzel, 1997). Students can also be encouraged to express their differences of opinions and to evaluate each other's ideas or be invited to criticize the teacher's ideas (Feldman, 1976). Answering student

questions, using students' names when repeating or rephrasing a comment they have shared, spending time listening to and asking students what they want, and being responsive to student-generated questions are all forms of hearing students (Hativa et al., 2001; Mawhinney & Sagan, 2007; Reeve & Jang, 2006).

The practice of hearing students allows students to learn vital communication skills they can use to improve their relationships with others. It also allows students to engage actively in the process of learning and thinking (Thayer-Bacon & Bacon, 1996). According to Pomeroy (1999), teachers not listening to students is the most common grievance cited by the students themselves.

Support Every Student

- Being there or present for students, prepared to help and be relied upon by building positive, open relationships with students through academic support, mentoring, and accessibility (Antrop-Gonzalez & De Jesus 2006; Feldman, 1976; Hativa et al., 2001; O'Connor, 2008; Owens & Ennis, 2005; Ware, 2006).

Teacher Behaviors

Supporting every student is the act of caring that requires presence and mindful attention (Pomeroy, 1999). Supporting students can be shown through teachers' interactions and conversations with students. Teachers can provide sponsorship, additional academic support, and mentoring before, during, and after class. On the collegiate level, teachers can take their advising responsibilities seriously and counsel students on academic and non-academic issues (Jones, 2002; O'Brien, 2010; Tosolt, 2009). Support is given by being available for consultation through office hours and accessibility to students outside of class (Feldman, 1976; Hativa et al., 2001; O'Connor, 2008). Teachers can also provide emotional

engagement strategies such as being affectionate, empathetic, and sympathetic towards students (Voelkl, 1995).

Supporting students through being accessible, investing time to support them, not allowing students to fail, understanding and relating to students, and helping students to manage their emotions and behavior effectively are considered by students to be features of a good supportive class (Antrop-Gonzalez & De Jesus, 2006; Owens & Ennis, 2005; Pomeroy, 2009; Tosolt, 2009). This includes employing preventive interventions such as early contact with homes and follow-up methods to keep track of student performance (Pomeroy, 2009).

Teachers can also go to student games, plays, and rallies, and encourage students to participate in extracurricular activities such as afterschool programs and clubs that can connect students to the larger school community, which can help students develop a sense of school spirit (Best, 1990; Tichnor-Wagner, & Allen 2016). Supporting students may include tailoring the curricula to meet students' learning needs and taking time to determine if students understand the content for which they are responsible (Jones, 2002; Wentzel, 1997). Ramon, an 11th grade student in El Puente Academy for Peace and Justice (El Puente) in Brooklyn, New York, remarked:

> Facilitators are caring, they take time out with students, make sure they're passing their classes. If you're not passing, they stay after school knowing they could be doing other things. 'Cause most of the teachers take out their time and stay here with you and make sure you got the work down. (Antrop-Gonzalez & De Jesus, 2006, p. 424)

Support can also be shown by providing opportunities for students to increase a quiz or exam

grade or providing hygiene materials such as clothing or toiletries for students who need

them (Mawhinney & Sagan, 2007; Ware, 2006).

On the K-12 level, supporting every student also includes supporting their parents or

caregivers (Jones, 2002). Caring teachers seek to build positive, open relationships with

parents or caregivers. They understand that parental involvement can have a positive impact

on the behavioral and academic outcome of students. The parent-teacher relationship can also

include recommending support services to parents or giving them advice to help them to raise

their children effectively (Resnick et al., 1997; Stattin & Kerr, 2000).

Support is a reciprocal act of mutual exchange or sense of obligation and

responsibility. Teachers provide specific interventions to meet the academic and emotional

needs of students, and students respond to these interventions as ways to help them learn and

grow (Owens & Ennis, 2005; Voelkl, 1995). Supportive behaviors can result in increased

happiness, in-class enthusiasm, and higher levels of behavioral engagement among students,

including their effort, attention, and persistence in learning activities (Voelkl, 1995).

Laugh with Every Student

- Using humor appropriately to lighten the classroom atmosphere and connect with

    students (Hativa et al, 2001; Noblit, 1993; Yair, 2008).

Teacher Behaviors

Laughing with students or having a sense of humor are ways teachers can make

school fun and interesting (Owens & Ennis, 2005; Pomeroy, 1999; Wentzel, 1997). Teachers

can tell appropriate jokes or act in a fun manner through words or actions (Hativa et al.,

2001; Mawhinney & Sagan, 2007; Tosolt, 2009). Teachers can use humor through anecdotes

during lessons to create a good atmosphere and joke and laugh with their students in an easy,

comfortable manner (Hativa et al., 2001). They may also laugh at themselves and see humor

in situations (Mawhinney & Sagan, 2007).

Noblit (1993) recorded that humor was a constant in the classroom he observed,

showing that Pam, the teacher being observed, enjoyed teaching her children and celebrated

her enjoyment. The author shared that while Pam confessed it took her years to get to this

point, she could now laugh at the tribulations of classroom life because she was now secure

in her authority.

Learn with Every Student

- Learning, researching, reflecting on one's practice, collaborating with others,

  learning about one's values and beliefs, understanding the cultural influences

  impacting education, and developing strategies to help students grow morally and

  academically (Feldman, 1976; McLaughlin, 1991; Owens & Ennis, 2005;

  Schoeman, 2015; Thayer-Bacon & Bacon, 1996).

Teacher Behaviors

Teachers should also view themselves as continuous learners and researchers, guided

by the belief that they do not possess complete knowledge and understanding of what they

are trying to teach and thus are in search of knowledge and a better understanding of

themselves and their content area (Thayer-Bacon & Bacon, 1996). As students learn, teachers

should also be learning about their own values and beliefs, knowledge of human

development, cultural influences that impact education, and strategies to assist in guiding

students (Schoeman, 2015). Learning with every student also means teachers reflecting on

their teaching practice, which can be accomplished through mental reflection or journaling

one's thoughts and ideas (Schoeman, 2015). Owens and Ennis (2005) suggested that teachers should live an examined life as they search for self-knowledge, seek deeper understandings, and reflect on their personal interpretations and actions because teachers' behavior is a function of their self-concept. Moreover, a teacher's understanding and acceptance of themselves are critical in helping students know themselves (Owens & Ennis, 2005).

Teachers can also learn by listening to students' comments and evaluations regarding how to improve their practice and implementing student suggestions (McLaughlin, 1991). They can also learn about conflict resolution skills to defuse situations or negotiate an appropriate resolution to a situation (Best, 1990). Moreover, teachers can learn through having regular ongoing conversations with other teachers or mentors, being willing to explore or create different approaches to teaching, and critically examining their work (Owens & Ennis, 2005). As well, they can attend professional development workshops, conferences, or courses that inform their practice and increase their subject matter knowledge (Best, 1990; Feldman, 1976; Ware, 2006).

In their study examining three public schools in New Zealand as they developed a positive school culture, Gaffney et al. (2004) discussed teachers learning through attending "Quality Learning Circles." This involved teachers observing other teachers and then meeting to discuss aspects of teaching they were good at and wanted to learn more about. Teachers focusing on developing their personal qualities and skills can contribute to allowing them to engage with and maintain a caring relationship with students, helping them to meet student needs (Nguyen, 2016). Kathy, a former graduate of the Dr. Pedro Albizu Campos High School (PACHS) in Chicago, Illinois, shared:

The teachers don't have that aura of being superior because they belong to the faculty or administration. For me, the teachers acted like co-students. They cared because they were there to work with you and learn with you. It was a different feeling than what I got at the large public school I attended. (Antrop-Gonzalez & De Jesus, 2006, p. 422)

Equip Every Student

- Teaching relevant intellectually challenging content in ways that acknowledge students' culture and capabilities, modeling what students need to accomplish, and coaching students in their responsibilities (Anderman & Anderman, 2009; Feldman, 1976; Hativa et al., 2001; Ladson-Billings, 1995; May, 2010; Raelin, 2006; Schoeman, 2015; Yair, 2008).

Teacher Behaviors

Equipping every student is about developing students' thinking abilities by guiding them to be reflective and thoughtful as they learn who they are both academically and morally (Mercado, 1993; Thayer-Bacon & Bacon, 1996). This requires teachers to have the skills, knowledge, and ability to educate and model the traits of competence (O'Brien, 2010; Pomeroy, 1999). Teachers challenge students intellectually and view themselves as facilitators and resources as they encourage and help students develop critical thinking skills (Hativa et al., 2001; Thayer-Bacon & Bacon, 1996; Tichnor-Wagner & Allen, 2016). Students are also equipped with the "intellectual tools, self-beliefs, and self-regulatory capabilities to educate themselves throughout their lifetime" (Bandura, 2005, p. 10).

Equipping students involves modeling for students the attitudes and behaviors in which teachers want them to engage (Noblit, 1993). It also includes presenting course

materials in an innovative way to stimulate student interest (Feldman, 1976; Hativa et al., 2001; Yair, 2008). Teachers can also display interest and enthusiasm in the subjects they teach (Feldman, 1976). They can deliver instruction with clarity and understanding, providing clear expectations, giving examples and illustrations to address difficult concepts, simplifying, scaffolding, summarizing material, and emphasizing important points (Feldman, 1976, Hativa et al., 2001).

Equipping students also emphasizes speaking clearly and fluently when delivering instruction (Feldman, 1976; Hativa et al., 2001). Teachers can provide clear, unambiguous course objectives or requirements and state clearly defined student responsibilities (Feldman, 1976; Hativa et al., 2001; Maatta & Uusiautti, 2012). Moreover, teachers can provide homework assignments, supplemental materials, and teaching aids (films, audio-visuals etc.) to help students understand coursework (Feldman, 1976).

Pacing instruction to allow for the difficulty level of the course (including workload) for clarity of understanding is also an important facet of equipping students (Feldman, 1976). Teachers can control class discussions to increase student participation and prevent student confusion (Feldman, 1976). They can also vary instructional methods (group work, whole class discussions, technological aids, invite guest speakers) to enhance student engagement and learning (Hativa et al., 2001; Reeve & Jang, 2006; Yair, 2008).

In equipping students, teachers should plan lessons carefully, displaying a distinct form or structure (e.g., introduction, body, conclusion) (Hativa et al., 2001). They can integrate interdisciplinary texts to increase student interest (Hativa et al., 2001). Teachers may focus their concentration on how to introduce new material using multiple methods and entry points to appeal to the students' diversity of learning styles (Raelin, 2006). Moreover,

using an inquiry-based or discovery style of teaching, they can call on students to answer

questions individually or using a call-and-response (whole class response) style of instruction

during lessons (Ware, 2006).

Teachers can provide students with relevant and appropriate learning experiences that

are presented in ways that acknowledge their culture and capabilities (Hativa et al., 2001;

Ladson-Billings, 1995; May, 2010; Schoeman, 2015; Ware, 2006). Teachers can equip

students with a better understanding of the learning process and the qualities of an effective

learner, help students set achievable goals, and be involved in meaningful interactive

instruction (Jones, 2002). Teachers can be actively involved in providing meaningful

learning such as providing real-world problem-solving activities, community service, and

walkabout projects that connect students with their world (Anderman & Anderman, 2009;

Feldman, 1976; Jones, 2002).

Equipping every student requires modeling what students need to do. Pam and her

assistant, in Noblit's (1993) study, included themselves in the rituals and routines of the

class. For example, as students read, teachers used the time to read their plans for the day or

school and district paperwork. Pam also exemplified equipping every child by coaching

students in their individual responsibilities in the class. Noblit (1993) observed that ineptness

did not lead to losing the responsibility students were given, including a task they were

assigned, but they were coached in learning the techniques to accomplish the tasks well.

Assess Every Student

- Identifying factors that drive or hinder performance and tailoring instruction to

  meet individual student needs (Feldman, 1976; Hativa et al., 2001; Mercado,

  1993; Tosolt, 2009; Velasquez et al., 2013).

Teacher Behaviors

Assessing every student requires collecting valid and reliable information about a student's abilities. Information can be collected through administering various forms of assessments such as diagnostic, formative, summative, norm-referenced, criterion-referenced, or interim assessments. Assessments can be formal and informal and used to provide constructive feedback that allows students to know how they are progressing and helping them to create an awareness of their accomplishments (Mercado, 1993; Velasquez et al., 2013). Feedback should be helpful and designed to promote learning and can be conducted during one-on-one conversations with students or by writing helpful comments or suggestions on student papers (Feldman, 1976; Hativa et al., 2001; O'Brien, 2020; Tosolt, 2009).

Teacher caring through assessments also means checking or grading student work and returning papers in a timely manner (Tosolt, 2009; Wentzel, 1997). It also entails using data to tailor instruction and then creating opportunities to re-assess students' needs and make decisions that may involve instituting new methods of reaching students if necessary (Thayer-Bacon & Bacon, 1996). Mercado's (1993) research looking at caring as empowerment shared that students want to be corrected.

Assessing students also involves observing students' demeanor and reactions when conducting lessons as a way to monitor student interest, or tailoring instruction to meet their needs (Feldman, 1976). Teachers can also regularly update students' grades to monitor individual and class progress in a course (Feldman, 1976).

In addition, teachers can construct exam questions that are clear and cover the material emphasized in the course (Feldman, 1976). They can use questioning to check for

their understanding of directions or ideas (Hativa et al., 2001). Assessments provide the

opportunity for teachers to observe, coach, and guide students in their behaviors to promote

student self-efficacy, autonomy, and intrinsic motivation (Thayer-Bacon & Bacon, 1996).

Inspire Every Student

- ▪ Encouraging and orienting students towards their current and future aspirations

  with the confidence that students can achieve (Anderman & Anderman, 2009;

  Beal & Crockett, 2010; Beauboeuf-Lafontant, 2002; Hargreaves, 2000; Hativa et

  al., 2001; Tichnor-Wagner & Allen, 2016).

Teacher Behaviors

Caring teachers inspire students by encouraging and filling students with the desire

and positive feelings that they can achieve (Owens & Ennis, 2005). Teachers orient students

towards their current and future aspirations by encouraging them to pursue their dreams and

bring up their grades; they feel comfortable asking students how they are doing or if they

need help (Wentzel, 2009). This also involves pushing and supporting students to do their

best behaviorally and academically to help them see their true capabilities (Antrop-Gonzalez

& De Jesus, 2006; Hargreaves, 2000; Reeve & Yang, 2006; Yair, 2008).

Teachers can also inspire students through teaching content in fun, engaging, and

interesting ways (Mercado, 1993; Velasquez et al., 2013). They can express passion,

creativity, expertise, depth, seriousness, and commitment when teaching (Yair, 2008).

Moreover, teachers can communicate to students the feeling that they have interesting things

to study, and that with work, time, and patience, they will succeed (Hativa et al., 2001).

Inspiring students also involves setting high expectations for students (Anderman &

Anderman, 2009; Hativa et al., 2001; Owens & Ennis, 2005; Ware, 2006). One student

remarked that teachers care "even if you are falling behind or slacking off and your grades are dropping it's not like, if you pass you pass, if you fail you fail," and this attitude inspires her to keeping trying and working towards her goals, knowing she is not alone (Tichnor-Wagner & Allen, 2016, p. 434). Reggie, an African American 11th grade student at El Puente, shared:

> It's a good school to go to because they don't like nobody to fail. They try to help you, give you goals for your life. They don't let you drop out of school. They care about you. In other schools, if you fail, teachers say, 'You failed.' At El Puente, if you are failing, they don't let you. Failing is not a category at El Puente. (Antrop-Gonzalez & De Jesus, 2006, p. 424)

In a longitudinal study exploring adolescents' future-oriented cognitions, current activities, and later adult educational attainment using data from 317 adolescents in Grades 7, 8, and 9, Beal and Crockett (2010) found that what adolescents think about their futures is significant for their growth and development in adolescence and adulthood. Therefore, teachers inspiring students towards positive future projections influence their behavior, with impact across their life span, because students' expectations of themselves can change based on their behaviors and experiences.

Believe in Every Student

- Communicating to students an unwavering belief in their potential while believing in their ability to transcend whatever circumstances they face until they learn to believe in themselves, helping them to meet or surpass their own expectations (Beauboeuf-Lafontant, 2002; Ladson-Billings, 1995; Maatta & Uusiautti, 2012; Tichnor-Wagner & Allen, 2016; Ware, 2006).

Teacher Behaviors

Belief in students entails accepting as truth that students can achieve and, with support, transcend current life circumstances that may hinder their growth and development (Beauboeuf-Lafontant, 2002; Tichnor-Wagner & Allen, 2016; Ware, 2006). It is accomplished through the daily or regular implementation of all the care practices discussed in this care delivery model. Teachers can regularly share or express through specific actions their belief in students' ability (Ladson-Billings, 1995; Maatta & Uusiautti, 2012).

Believing in students can also be shown by creating a space in the classroom for students to learn from their mistakes and failures (Anderman & Anderman, 2009). Teachers can display a positive attitude or hold positive beliefs about students' abilities, despite their reputations (Ware, 2006). They can boost students' beliefs about their attributes and abilities as a person (Owens & Ennis, 2005; Valentine et al., 2004).

Studying exemplary teachers of African American students, Ladson-Billings (1995) observed that these teachers believed their students were capable of academic success and demonstrated their commitment to this and other ideas consistently and deliberately. For example:

> Students were not permitted to choose failure in their classrooms. They cajoled, nagged, pestered, and bribed the students to work at high intellectual levels. Absent from their discourse about students was the "language of lacking." Students were never referred to as being from a single-parent household, being on AFDC (welfare), or needing psychological evaluation. Instead, teachers talked about their own

shortcomings and limitations and ways they needed to change to ensure student

success. (Ladson-Billings, 1995, p. 479)

Ultimately, believing in every student is about helping students learn to believe in themselves

by affirming who they are and nurturing their potential (Thayer-Bacon & Bacon, 1996).

Empower Every Student

- ▪ Leveraging our relationships, using our knowledge and skills, to develop a

  relationship of trust and honesty to help students take ownership of their lives and

  imagine possibilities beyond what they know (Beauboeuf-Lafontant, 2002;

  Mercado, 1993; Velasquez et al., 2013; Ware, 2006; Yair, 2008).

Teacher Behaviors

Empowering students is the act of fostering and strengthening students' self-esteem,

self-confidence, self-reliance, or independence by boosting students' beliefs about their

attributes and abilities as persons (Owens & Ennis, 2005; Valentine et al., 2004). It is about

helping students to nurture a positive view of themselves and their situation by developing

their ability to engage in self-affirmation and self-regulation as they strive to behave and

perform in ways that enhance their well-being (Beauboeuf-Lafontant, 2002; Valentine et al.,

2004).

To empower students, teachers may share life advice or motivating words to allay

students' fears or help them cope with disappointing situations or help students imagine

possibilities of life beyond what they know (Beauboeuf-Lafontant, 2002; Mercado, 1993;

Yair, 2008). Empowering students is also expressed by challenging students who are easily

discouraged to do hard work, while at the same time building their self-confidence and self-

esteem (Mercado, 1993; Ware, 2006). Teachers can also share with their students that they

are the only ones who have the power to decide who they will be (Beauboeuf-Lafontant,

2002). Feedback can be used as a positive tool to help students improve their abilities and

discover who they are (Yair, 2008).

Mercado (1993) wrote that teacher support can empower some students by:

stripping away the layers of lies that students have been told about who they are and

what they can accomplish and about the poor preparation they have received…. It is a

delicate matter to strip away the layers of lies that rob students of their dignity and

their sense of self-worth…and to challenge students who are easily discouraged to do

harder work, while at the same time building their self-confidence and self-esteem.

(p. 99-100)

Through her article titled "A Womanist Experience of Caring: Understanding the

Pedagogy of Exemplary Black Women Teachers," Beauboeuf-Lafontant (2002) shared a

student's response about her teachers: "Our teachers could see our potential even when we

couldn't, and they were able to draw out our potential. They helped us imagine possibilities

of life beyond what we knew" (p. 78). Thus, caring teachers leverage their relationships and

use their knowledge and skills to develop a relationship of trust and honesty with students

that empower students to succeed. One teacher declared to her students:

You know, boys and girls, there are some people who look at places like this,

neighborhoods like Garfield Park, and they say, "Oh, children from there are not very

smart…. If you decide to waste your lives, you are letting all those people be right.

No one can tell you what you will be. Only you have the power to decide for

yourselves. (Beauboeuf-Lafontant, 2002, p. 79)

Reason with Every Student

- Stirring students' intellect to allow them to grapple with the complexities of their

  life experiences for which they will have to make decisions (Antrop-Gonzalez &

  De Jesus, 2006; Feldman, 1976; Hativa et al., 2001; Ladson-Billings, 1995;

  Noddings & Brooks, 2017; Raelin, 2006; Yair, 2008).

Teacher Behaviors

Reasoning with students involves going beyond listening to students and challenging their beliefs. Furman (1998), in her article examining postmodernism in community school settings, shared what is termed an "ethic of critique." The author suggested that in a diverse or multicultural global society, educators should allow students to question societal structures such as schooling arrangements and examine "how the differences within and between social groups are constructed and sustained within and outside of the school in webs of domination, subordination, hierarchy, and exploitation" (p. 319). Assisting students in recognizing, understanding, and critiquing current social inequities develops their ability to reason (Furman, 1998). In this process, teachers can engage in critically analyzing ideas with students rather than pushing upon students their own ideas (Hativa et al., 2001; Yair, 2008). Students are also encouraged to question the course content by asking "Why?" or "Why are we interested in knowing this?" or "Why are we doing this problem?" and requiring students to give reasons for the answers they produce or why they can accept an answer or explanation provided by other students or the teacher (Ladson-Billings, 1995, p. 482).

Teachers can also challenge students intellectually to think about answers and follow up on ideas (Feldman, 1976; Hativa ete al., 2001). They may also suspend their presuppositions about answers they would normally give to concentrate on students' reasoning (Raelin, 2006). Teachers can express tolerance for a resolution of indeterminacy in

order to promote ongoing reflection on a topic (Raelin, 2006). They can also provide students with rationales to support choice of actions or activities (Reeve & Jang, 2006).

Noddings and Brooks (2017), Best (1990), and Antrop-Gonzalez and De Jesus (2006) concurred that an essential aspect of schooling involves students thinking about and discussing the big ideas of life, such as fairness, equality, freedom, injury, competition, lawlessness, compassion, cooperation, and connectedness. Within a classroom, students' intellect should be stirred to grapple with the complexities of life that they experience and for which they will have to make decisions.

Celebrate (with) Every Student

- Tangibly recognizing students and offering authentic praise and rewards to reinforce positive behaviors (Bradshaw et al., 2010; Feldman, 1976; Gaffney et al., 2004; Reeve & Jang, 2006; Tosolt, 2009; Ware, 2006; Wentzel, 1997).

Teacher Behaviors

Celebrating with every student serves to motivate students to engage actively and enthusiastically in their pursuit of academic excellence by acknowledging their effort and letting students know they did a good job (Jones, 2002; Wentzel, 1997). Teachers can give compliments to or praise students aloud in front of the class or during one-on-one interactions (Tosolt, 2009). Students can be rewarded with program incentives for achievement and community and school service (Bishop, 1989; Gaffney et al., 2004; Jones, 2002).

An essential feature in caring classrooms and Positive Behavioral Interventions and Support (PBIS) include tangibly rewarding students to reinforce positive behaviors. For example, students can be rewarded with stickers, trips, parties, movie tickets, frequent award

ceremonies, or a schoolwide reinforcement system like PBIS where students may receive

"high fives" or "gotcha" when caught exhibiting positive behavior (Bishop, 1989; Bradshaw

et al., 2010). Teachers can practice telling students when they have done a good job or

reward students for doing the right thing (Aarela et al., 2016; Feldman, 1976). Celebrations

encourage or motivate students to keep trying.

Advocate for Every Student

- Protecting students from mockery, public shame, or outsiders who may seek to
  disrupt the continuity of patterns in their education (Aarela et al., 2016; Hativa et
  al., 2001; Noblit, 1993; Pomeroy, 2009; Uitto, 2011; Yair, 2008).

Teacher Behaviors

To promote a sense of security and belonging, teachers can and should advocate for

students. Advocating for students involves protecting or intervening on behalf of students

during times of conflict with other students or sometimes adults (Pomeroy, 1999; Tosolt,

2009). Teachers can advocate for or speak on behalf of students during staff meetings

(Nguyen, 2016). They can also intervene when other students are mocking, picking on

another student, or being mean to each other (Tosolt, 2009). For example, Noblit (1993)

shared how laughter—while an important feature in classroom life—was discouraged when it

was used inappropriately against a student if they did not know the right answer to a

question.

Teachers can also refrain from engaging in or allowing others to engage in behaviors

that publicly mock, ridicule, humiliate, or embarrass students (Noblit, 1993; Uitto, 2011;

Yair, 2008). Protecting students from mockery affirms a student's identity and makes the

classroom a safe nurturing place in which to share thoughts and ideas. Teachers can also

make specific remediation recommendations for students who need assistance (Hativa et al., 2001).

Noblit (1993) also shared an incident in which the teacher protected her students from a verbal lecture by the principal about not doing their homework. The students who did not do their homework were visibly relieved that they were not publicly shamed; after the principal left, they ran to hug the teacher and say thanks.

Thus, advocating for every child also includes shielding them from outsiders who may disrupt the continuity of patterns of the classroom and providing children with a sense of security. One teacher, Marva Collins, repeated to her students, "I am not going to give up on you. I am not going to let you give up on yourself" (Beauboeuf-Lafontant, 2002).

Love Every Student

- Showing unconditional acceptance of students as a moral and professional duty through acts of kindness, patience, understanding, and humility, including finding something admirable in each student and letting students know what one admires about them (Aarela et al., 2016; Antrop-Gonzalez & De Jesus, 2006; Beauboeuf-Lafontant, 2002; Goldstein, 1998; Saevi & Eilifsen, 2008; Schoeman, 2015; Ware, 2006).

Teacher Behaviors

Schoeman (2015) stated that learners need security, guidance, moral support, and love, and teachers can provide love by showing unconditional acceptance of students *in loco parentis*. The author acknowledged that while this love may not identically match parental love, teachers can provide a comparable, if less intimate, form of love for students as a moral and professional duty (Schoeman, 2015). This type of love is a critical component of pastoral

care. Love in the form of kindness, patience, understanding, humility, groundedness, and

goodness is the spiritual work modeled by caring teachers when relating to students (Antrop-

Gonzalez & De Jesus, 2006; Beauboeuf-Lafontant, 2002; Mercado, 1993). Teachers can

express this love by explaining concepts until students understand, finding something

admirable about each student and letting students know what is admired about them, and

truly caring about the lives of students and their families (Antrop-Gonzalez & De Jesus,

2006; Beauboeuf-Lafontant, 2002; Mercado, 1993; Velasquez et al., 2013).

Love can be shown through expressing patience, understanding, and humility during

interactions with students (Antrop-Gonzalez & De Jesus, 2006; Beauboeuf-Lafontant, 2002;

Mercado, 1993; Velasquez et al., 2013). Teachers can refrain from viewing students as

merely a means to professional or economic ends but see them as ends in themselves by

being enthusiastic and fascinated by the potential for growth within their students (Goldstein,

1998; Tichnor-Wagner & Allen, 2016). To this end, teachers can make a commitment to the

academic success of students by making a conscious decision to commit to loving or liking

them (Aarela et al., 2016; Goldstein, 1998; Ladson-Billings, 1995; Mawhinney & Sagan,

2007).

Love can also be expressed by teaching students with joy, striving for excellence,

teaching students well, and being energized and fulfilled by life and work with students

(Aarela et al., 2016; Goldstein, 1998). In addition, teachers may grow fonder and fonder of

students as the semester or school year progresses (Goldstein, 1998). They can seek to

reestablish contact with students when a negative interaction has occurred (Mawhinney &

Sagan, 2007).

Teachers can show or feel love by liking being around students or accepting students as they are (Aarela et al., 2016; Maatta & Uusiautti, 2012; Mawhinney & Sagan, 2007). This can occur when teachers genuinely aspire to help students learn and grow as individual personalities or put themselves into the position of their students (Maatta & Uusiautti, 2012).

An ethic of care as expressed through these caring practices is essential for connecting and engaging students in the process of learning and developing their moral and academic faculties. These practices show teachers modeling care through dialogue, practice, and confirmation (Owens & Ennis, 2005). In turn, they fulfill and include what Pomeroy (1999) referenced as the six principles for positive conditions of learning: respect, fairness, autonomy, intellectual challenge, social support, and security.

Moreover, the practices embody what Jones (2002) termed "prizing the learner" by valuing students' feelings, opinions, and person, acknowledging their worth, providing a community of support such that students feel known, valued, supported, capable, able to influence their environment, and positive about themselves. This produces in students a healthy self-concept, self-esteem, self-efficacy, sense of belonging, and trust, and it gives them significance, competence, and power (Jones, 2002). But the implementation and continuation of these practices require commitment.

Commitment

The commitment to serving students well is both a personal and institutional mandate in successfully maintaining a pedagogy of care. However, in the absence of institutional policies to support care, a teacher's personal commitment to the necessity of a caring teacher-student relationship can drive behavior. Teachers' commitment to serve students well should be securely grounded in the belief in students' potential (Noblit, 1993; Richert, 2007). Three

key elements can sustain this commitment: (a) Preparation; (b) Practice; and

(c) Perseverance.

Preparation

Belief in students is a foundational mindset to building caring classrooms, but it

cannot be sustained without a proper framework or procedures. It is vitally important that

teachers come to class equipped with a curriculum and lesson plans for instruction as well as

a plan for thinking about and addressing the challenges they will face (Richert, 2007).

According to Richert (2007), this plan can entail knowing the community and school where a

teacher works and investigating what success may mean in that community. Moreover, this

plan requires knowledge of the care strategies discussed above as ways to gain student trust.

It is also important for teachers to develop a personal plan for self-care. Teachers

must implement strategies to maintain work-life balance and manage the stress that is central

to care work. Thompson (2019) suggested that teachers should set healthy boundaries for

themselves, remind themselves that they cannot control all variables, exercise, and take time

off when they feel overwhelmed.

Practice

Teacher's requirement for students to practice until they master the subject matter

applies to teachers as well. Teaching is difficult work, but with the development of

appropriate dispositions, most teachers can improve their craft. This requires inquiry,

studying in pursuit of meaningful answers, implementing what is learned, and adjusting

practices based on the situations one encounters (Richert, 2007).

Perseverance

Developing and sustaining caring classrooms require tremendous effort and self-sacrifice. The implementation of new practices requires patience with oneself as a teacher and patience with students. In his book *Teacher: The One Who Made the Difference*, Mark Edmunson, now a university professor, wrote endearingly about his high school teacher Lear, who believed in his students' intelligence (Richert, 2007). Edmunson chronicled in his reflections that despite the difficult dynamics in the classroom, his teacher pressed on, challenging their intellect and never giving up, until slowly over time, he and some of his classmates clicked in (Richert, 2007). This story also proffer/ed that the results of teacher caring may not always be seen or acknowledged immediately. However, the legacy of caring can be internalized and imprinted on the minds of students throughout their lifetime.

Richert (2007) also discussed the disposition of another teacher, Michael Johnson, who wrote a book entitled *In the Deep Heart's Core*. The researcher noted that Johnson kept pressing on, persevering after repeated bouts of defeat because of his determination to serve. However, Richert made it explicit that determination was not enough and highlighted that Johnson seemed to lack a framework for implementing care.

How should teachers care? They should consider their assumptions about students, teachers, and teaching; connect with students through practical application; and commit to teaching students well. Beginning with the end in mind, with a focused practice on character building that produces individuals who are college-, career-, and citizenship-ready, the forms of caring that advance student development and achievement help to meet students' maturity, learning, and social order needs (Best, 1990). However, despite the evidence of caring as a necessary and successful reform, structural, personal, and student-based challenges exist in its implementation.

Caring is difficult to implement and can vary based on school culture and demographics. But, if schools on the systemic or administrative level are intentionally designed with an ethic of care, they can have a tremendous impact on how caring is expressed and experienced on the classroom level. Several institutional factors challenge a teacher's ability to care and are discussed in the following section.

Challenges of Implementing and Developing the Capacity to Care

Caring is complex and can be overwhelming (Owens & Ennis, 2005; Velasquez et al., 2013). Parents, teachers, administrators, policymakers, students, and other stakeholders in education may lack a basic understanding of what it means to care, which can result in students feeling a sense of alienation and disengagement from the education process (Wentzel, 1997). Yet, teachers' ability to care or understand care is often assumed rather than nurtured or taught (Owens & Ennis, 2005). However, some levels of caring are displayed by teachers, such as a general care for education, subject matter care, or actually caring for and about students (Nguyen, 2016).

Esteve (2000) highlighted the changing and challenging role of teachers based on social, political, and economic transformations. Research supports connection through caring as a buffer against the detrimental effects of certain social, political, and economic changes, but rather than encourage the flourishing of the capacity to care societal structures seek to undermine it (Battistich et al., 1995). Therefore, while an ethic of care is essential to student development, educators cannot ignore the challenges of its implementation within academic institutions through institutional or personal factors. These challenges can be entrenched in a school's structure and leadership, teachers' attitudes, beliefs, and competency, as well as students' attitudes, beliefs, and reciprocity of care.

School Leadership and Structure

A school's leadership and structure play a vital role in the implementation of a relational approach to school reform and creating a sense of belonging for students, teachers, and parents. Leadership and structure can pose significant challenges to implementing care when a systemic culture of care may not be the central tenet of the ethos of a school's mission and vision (Tichnor-Wagner & Allen, 2016). Leadership and structural challenges to implementing caring classrooms include time, space and size, curricula and extracurricular programs, finances, and workload issues.

Time

The allocation and division of time such as length and frequency of classes poses a significant challenge to creating caring classrooms (McLaughlin, 1991). In K-12 classrooms, more time is allocated through block scheduling to math, English, or science, thereby prioritizing the importance of some subjects over others. On the collegiate level, full-time professors are concerned that due to increased adjunct staff, they are working longer hours. This translates into insufficient time to devote to student needs, such as advisement, or professional duties, such as serving on committees (O'Brien, 2010). College professors are concerned that the climate in academe encourages workers to "disappear their families" as they often work at home, which is their personal domain (O'Brien, 2010). The blending of personal and professional space is also a concern for teachers of K-12 schools.

Space and Size

Spatial challenges involve the structural design of building space which include school size, the size of classrooms or lecture halls, and class sizes that make it difficult to promote caring practices (Furman, 1998; McLaughlin, 1991). Teachers are concerned about

growing class sizes. Teaching in small settings with not much room for discussion or teaching in a setting being remodeled make applying some caring practices difficult to model (Thayer-Bacon & Bacon, 1996). Classroom sizes and class sizes and design may make it difficult to group students for collaborative work, and lecture halls or auditoriums can prohibit teachers from getting to know students or offer sufficient support services (O'Brien, 2010).

Curricula and Extracurricular Programs

Current curricula mandates on the collegiate level including research and publishing demands, and emphasis on standardized testing and academic standards in K-12 has created challenges to care (O'Brien, 2010). K-12 teachers worry about being required to teach to the test and not meeting other academic requirements they deem important for student development (Noddings, 1995). Noddings (1995) reported that inclusion of themes of care in the curriculum may be the greatest structural obstacle.

Extracurricular programs or activities also help to build teacher-student and student-school relationships by fostering school spirit and student engagement. Caring can be challenging in schools that lack a variety of programs, such as clubs, sporting teams, or student government that can engage students and allow them to be involved in school life (Tichnor-Wagner & Allen, 2016).

Finances

A major concern in school settings is budgetary needs, especially during the COVID-19 pandemic. Schools from K-College have been experiencing budget cuts (O'Brien, 2010). Funding shortages make it difficult to provide critical support services, which include professional development, purchasing necessary resources, and hiring teachers

or faculty to shrink class sizes that is necessary for student development (Weibe-Berry, 2006). In addition, providing as efficiently as possible for the technological needs of students and faculty during the pandemic to facilitate remote learning has become another necessary expense.

Workload

Teachers are also concerned about the increasing demands on their workday. This has been magnified via remote teaching. College professors are concerned about never-ending committee work, increasing administrative duties, and institutional demands to publish and write grants (O'Brien, 2010).

A critical argument in education and caring is that education often focuses on the technical aspects of teaching rather than a focus on the human aspects or dimensions of teaching (Velasquez et al., 2013). Research on the issues of time, space and size, curricula, finances, and workload issues support this argument. In addition, while it may be widely agreed that teachers should care, if a relational approach to schooling is not structural or leadership based, there may not exist in a school a general framework of the elements of caring and what it should look like in a classroom. However, whether caring is foundational to schools' expressed vision and mission, based on the evidence, it is important to advocate that caring through connection should be a primary instrument of an individual teacher's pedagogical repertoire.

Teacher Attitudes, Beliefs, and Competency

Teachers' attitudes, beliefs, and competency are major challenges in implementing a relational approach to teaching. In a study exploring the potential of adopting a schoolwide approach to the pastoral care module in a Postgraduate Certificate of Education Programme

in South Africa, Schoeman (2015) highlighted the importance of teachers' awareness of their own attitudes, beliefs, knowledge, and competence regarding skills such as effectively managing group discussions, guidance, and curriculum planning necessary for implementing pastoral care.

Moreover, teachers must also examine their biases that may interfere with their ability to care authentically and connect with students (May, 2010). They need to determine whether they hold deficit views or orientations of students and their families based on socioeconomic status (SES), which can translate into not providing the support or respect students need or believing that they cannot rise above their circumstances (Antrop-Gonzalez & De Jesus, 2006; Tichnor-Wagner & Allen, 2016). Moreover, Battistich et al. (1995) pointed out that low SES is not a direct indicator of academic disadvantage as "many low SES families provide strong support and clear norms and values and many high SES families do not" (p. 650).

In addition, despite the evidence, some teachers may equate caring to soft teaching, and so their personal beliefs may determine whether they implement an ethic of care in their practice (Noddings, 2005). Teachers may also be unprepared for caring in that they may view caring or connection and academics as separate entities, with the belief that caring by meeting the whole needs of students is not a primary function of schooling. Teachers may also lack the patience and commitment required to develop and sustain caring communities (Noblit, 1993).

Other barriers experienced by some teachers, especially novice teachers, is that they may genuinely care about students but do not know how to care and build relationships with students or meet their needs while trying to establish and maintain classroom control

(McLaughlin, 1991; Nguyen, 2016). In addition, teachers may not have spent significant time

contemplating what it means to care for students (McLaughlin, 1991; Nguyen, 2016). Thus, a

teacher's focus on controlling the classroom environment and students' behavior may

prohibit them from seeing how an ethic of care can help them achieve their goals. Challenges

to care also include understanding that for some teachers, it is more difficult to be real and

open with students than to simply focus on the intellectual or transferral of content

knowledge to students (McLaughlin, 1991).

Other realities regarding creating a caring classroom include the difficulty of getting

to know all students well and understanding that caring can be emotionally, physically,

intellectually, and spiritually draining (Mercado, 1993; O'Brien, 2010; Owens & Ennis,

2005). Moreover, an ethic of care may not be addressed in teacher education and professional

development programs (Mercado, 1993; O'Brien, 2010; Owens & Ennis, 2005). This

draining, coupled with administrative or committee duties, leads to teacher burnout,

disillusionment, and demoralization (Santoro, 2018).

The unequal relationship between teachers and students, as well as teachers' ability to

manage this power relationship can make caring difficult (Owens & Ennis, 2005). Research

has also documented that not all teachers buy in to the idea of caring and view caring as

coddling, touchy-feely, or stereotypical—with gentle smiles or warm hugs—and they may

believe that some of their colleagues are "too caring" (Nguyen, 2016; O'Brien, 2010, p. 113).

Moreover, Thayer-Bacon and Bacon (1996) discussed that caring professors struggle with

concepts such as fairness and impartiality in grading students. The professors interviewed for

their research shared feeling uncomfortable in trying to be objective and thought being

impartial was an impossible task.

Working in diverse settings also requires caring in culturally congruent ways because caring is expressed differently based on cultures, and teachers may not always have the ability or knowledge to understand whether actions they deem as caring are appreciated by students (Tosolt, 2009). In addition, some students may not want to be in relationship with their teacher, and this places limits on what a teacher can do and potentially affects students' learning (Thayer-Bacon & Bacon, 1996).

Another challenge to caring is letting go of the results. Noblit (1993) and Beauboeuf-Lafontant (2002) shared that caring may not always translate into immediate visible results for all students, and all students may not reciprocate the care they receive. Moreover, in a culturally diverse classroom, caring may be viewed differently by different groups of students, emphasizing the importance of teachers being culturally aware and responsive (Antrop-Gonzalez & De Jesus, 2006).

Student Attitudes, Beliefs, and Reciprocity of Care

Student attitudes, beliefs, perceptions, and reciprocity of care are major challenges in implementing a relational approach to teaching. For example, in their study of two urban Latino/a high schools, Antrop-Gonzalez and De Jesus (2006) noted one senior as remarking:

> The year I left the other school, they had taken too many students. Most of my teachers cared about the richer and better students. The ones who were poor or at the bottom were ignored. The teachers didn't care because they put down students and called them names. One time a teacher said that I would become nothing but a future statistic—pregnant or raped somewhere. The White students heard that and started calling me 'stat.' I was also the only Puerto Rican in that advanced science class. Things were really bad. I had to get out. (p. 420)

Battistich et al. (1995), who examined relationships between students' sense of community, poverty level, and student attitudes, motives, beliefs, and behaviors using a diverse sample of 24 elementary schools, echoed the voice of this high school student over 10 years later (2006) that students may come to class with previous feelings of hurt, alienation, and distrust of teachers. This can make it difficult for some students to reciprocate care, even when it is given, because it is not what they are used to, and they may not believe it is genuine.

In addition, based on cultural factors, students may not recognize their teachers' practices as caring (Tosolt, 2009). Students sometimes do not respond positively to some practices of caring because they feel that caring teachers waste their time (Thayer-Bacon & Bacon, 1996). These students may prefer or are used to being told what content to master and then demonstrate that learning on a test (Thayer-Bacon & Bacon, 1996). Also, many students have to go through processes of learning how to be active, engaged learners who are responsible for their own learning and may resist this process (Thayer-Bacon & Bacon, 1996). Thus, it should not be assumed that all teachers know how to care; conversely, it should not be assumed that all students know how to accept or reciprocate care.

Nevertheless, the attitudes and beliefs students bring to a classroom, whether negative or positive, now become part of the responsibility of the teacher to interact with students and leverage the student-teacher relationship to improve the moral and academic landscape of the student. To do this, teachers need to implement and model techniques of caring within the classroom community that promote students' sense of belonging, autonomy, and competence that they can emulate within and beyond the classroom as techniques for their personal growth and living in the larger society.

Chapter Synthesis

Caring is necessary for student development, but it is difficult to define and is impacted by politics, morality, and culture. However, caring in education, as used in the present study, can be defined as a way of relating to students to meet their cognitive, cultural, moral, social, emotional, political, spiritual, and psychological needs, to help them grow and self-actualize. It includes the elements of dialogue, practice, modeling, and confirmation between the carer and the cared-for (Noddings, 1988). Teachers can display natural, ethical, aesthetic, authentic, hard, or soft forms of caring (Antrop-Gonzalez & De Jesus, 2016; Noddings, 2013; Tichnor-Wagner & Allen, 2016; Valenzuela, 1999). Caring is experienced on the structural and classroom levels of schools.

Teachers should care because teacher caring has a positive impact on student development, teacher development, and overall school community. Thus, caring positively influences the moral and academic development of students, improves a student's school experience and a school's culture, increases teacher retention, advances a teacher's personal and professional development, and is considered good teaching (O'Brien, 2010; Owens & Ennis, 2005; Tichnor-Wagner, & Allen 2016). Teacher caring can activate the rewards systems in a student's brain and is positively correlated to providing students with a sense of belonging, personal agency, self-efficacy, motivation, and helping to define students' social identity (Eisenberger & Cole, 2012; Schall et al., 2016; Tost et al., 2015). Moreover, caring serves as a buffer against the detrimental societal experiences students may have (Esteve, 2000; Noddings, 2005; Walton, & Cohen, 2011).

The care behaviors outlined in this chapter represent 20 evidence-based care practices of ways teachers show care. These practices are derived from student and teacher perceptions

of the caring teacher. How teachers care begins with the consideration or examination of their assumptions about students, teachers, and teaching; connection with students through practical application; and commitment to teaching students well. These practices can impact a teacher's behavior.

Regardless of the strategies and knowledge teachers possess, developing a positive teacher-student relationship through caring is difficult work. Teachers must confront the structural and leadership challenges in the places they teach. They must also grapple with their attitudes, beliefs, and competency about their teaching. In addition, they must contend with their students' attitudes, beliefs, and reciprocity of care. Thus, for an ethic of care to thrive and become a normative practice in a school's culture, it needs support from all levels of leadership, teachers, and students.

Chapter III next outlines the convergent parallel mixed-methods research design that I implemented to address my research questions about teacher caring.

CHAPTER III

METHODOLOGY

The purpose of this study was to examine behaviors that teachers perceived as being indicative of a caring teacher, with the aim of developing a guide for the core of teacher caring. This study was conducted using a convergent parallel mixed-methods research design to gain an in-depth understanding of the nature of teacher caring to serve as a means of helping teachers develop the capacity to care. In this design, both quantitative and qualitative data were gathered to answer the research questions. The quantitative data reflecting teachers' view of most important care behaviors, coupled with teachers' qualitative views on caring, should allow us to develop a model of teacher caring. In this chapter, the philosophical assumptions of mixed-methods research, the participants, research design, procedures, instruments, data analyses, and validity techniques are described. I begin with discussing the philosophical assumptions that guide mixed-methods research.

Philosophical Assumptions

Philosophical assumptions are the beliefs or paradigms that guide research (Creswell, 2013). The philosophical assumptions of this study were embedded within the interpretive framework of pragmatism. Pragmatism is a worldview that "is problem-centered and specifically considers the consequences of actions and their role in real-world practice" (Maresh, 2009, p. 50). Thus, this worldview places great emphasis on the questions being asked rather than the method and the consequences of the research through multiple methods of data collection (Creswell & Plano Clark 2018).

In the present study, pragmatism was exemplified through the use of mixing qualitative and quantitative data to best answer my research questions. I used these multiple

methods of data collection, valuing both objective and subjective knowledge while focusing on the practical implications of my research to address the research problem. In practice, pragmatism means viewing reality as both singular and multiple—singular in that the research may proceed from a theory that explains the phenomenon being studied yet multiple by incorporating individual views about the phenomenon (Creswell & Plano Clark, 2018).

In addition, through the mixing of quantitative and qualitative data, deductive and inductive reasoning may be exemplified in this view. Inductive reasoning moves from the specific to the general, and qualitative research follows this process through the collection of data, then the ensuing empirical generalizations or theories that are produced (DeCarlo, 2018). In the quantitative strand of a mixed-methods research, the generalizations or theories derived qualitatively can be used to create or test a hypothesis which applies deductive reasoning (DeCarlo, 2018). Therefore, mixed-methods utilizing a pragmatic philosophical worldview can incorporate the strengths and reasonings of both quantitative and qualitative research methods.

Research Questions

This study was guided by six qualitative research questions. Both qualitative and quantitative data were collected to respond to these questions. The following six key research questions were examined:

RQ 1: What are your views regarding the role of caring in teaching?

RQ 2: What differences are there between teachers' perceptions of caring in the physical and remote learning environment?

RQ3: What values guide the caring behaviors of teachers?

RQ4: What factors influence a teacher's capacity to care for their students?

RQ 5: What care behaviors do teachers report they are practicing?

RQ 6: What care behaviors do teachers consider important in the physical and remote learning environment?

Research Design

This study used a mixed-methods convergent research design in which qualitative and quantitative data were collected, analyzed, combined or compared, and interpreted (Creswell & Plano Clark, 2018). This methodology was premised on the belief that collecting and combining both qualitative and quantitative data provide a more complete picture of a research problem. In addition, the qualitative and quantitative data serve to validate each other.

In this research, I used a convergent parallel design, previously called a concurrent or parallel design (QUAL + QUAN). In this design, I collected and analyzed qualitative data and quantitative data. The quantitative and qualitative data were then merged or integrated, and the results were compared and combined. Qualitative data were analyzed using techniques for each type of data. The initial results from each strand of data were then merged. Next, the results from the merger were interpreted to determine the ways in which both sets of results converged, diverged, related, or combined to provide a clearer understanding of the research questions (Creswell & Plano Clark, 2018).

There were several strengths to using the convergent design. One strength was that the design was efficient in that both qualitative and quantitative data were collected during one phase of the research at the same time using a survey. Another strength was that the research questions and topic were addressed through the voice of participants' qualitative responses using open-ended questioning and analysis of statistical trends through close-ended

survey questions. A third strength was that the qualitative subjective views of participants honored their voice, and the quantitative component added a holistic understanding and generalizability to the research findings.

My rationale for using this approach to guide my research was twofold. First, the qualitative component provided an in-depth and invaluable understanding of their views about teacher caring, based on their lived experiences as teachers. The quantitative phase allowed me to argue for the generalizability of my findings and provide statistical results that explored the relative frequency of particular teacher caring behaviors. Thus, this mixed-methods approach was beneficial for this study to provide a more thorough understanding of my research questions than either method alone. In the next section, I discuss the limitations of this mixed-methods inquiry.

Limitations of Mixed-Methods Inquiry

Several challenges exist in combining qualitative and quantitative research methods. Key challenges in using the convergent design include using different sample sizes, merging qualitative and quantitative data, and needing to explain divergence when comparing results (Creswell & Plano Clark, 2018). However, in this research, the same sample size was used. The same participants completed the survey to generate quantitative and qualitative data. Using the same participants allowed me to avoid the issue of gathering irrelevant information that can occur when using different participant groups. Merging words (qualitative), numbers (quantitative), and their results meaningfully can be challenging. However, to avoid this issue in my study design, both strands addressed the same topic. Divergence occurs whenever the qualitative and quantitative results are contradictory, requiring collection of additional data.

Figure 1. *Diagram of the Convergent Mixed-Methods Design Process*
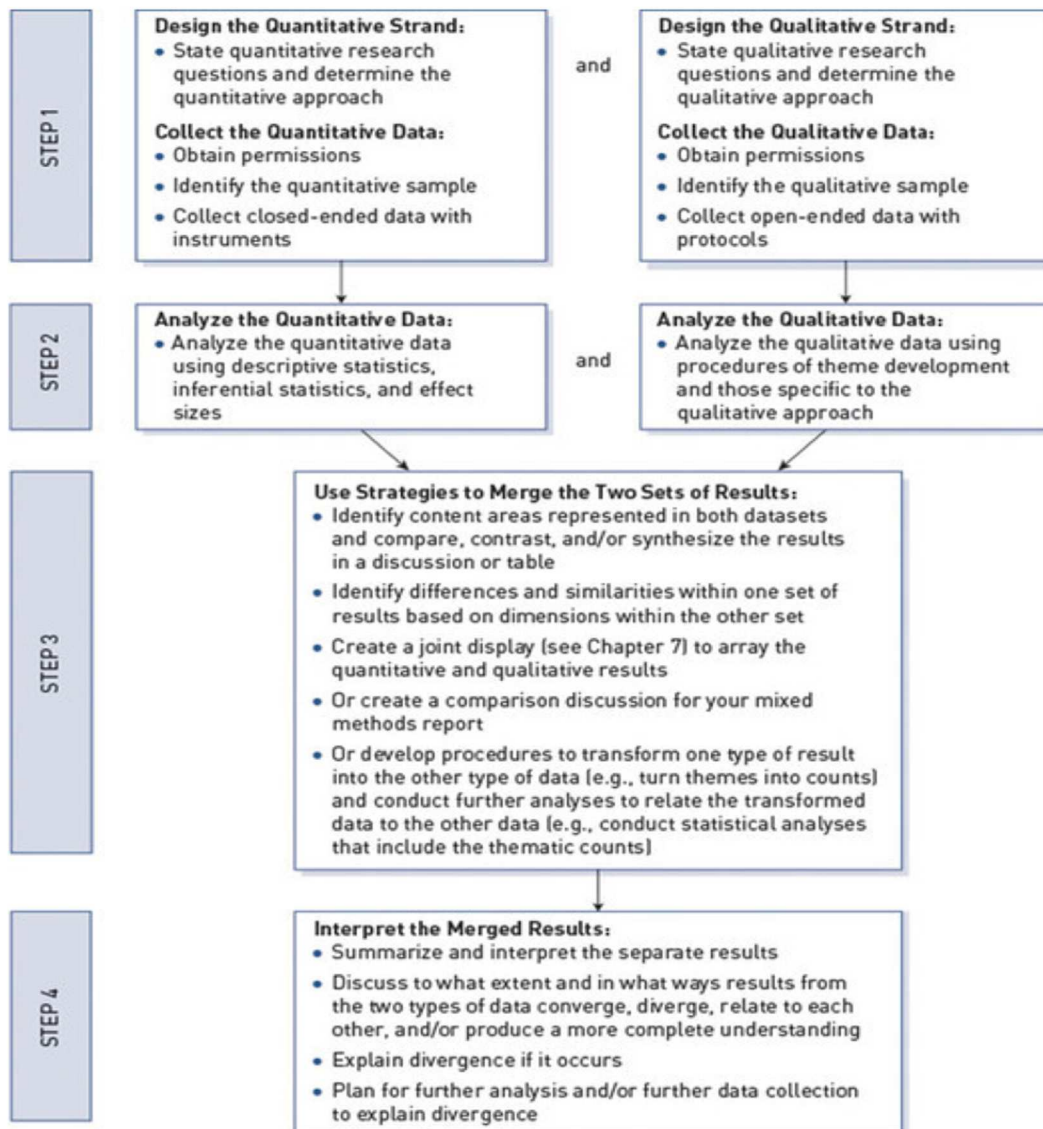
Reprinted from Creswell & Plano Clark (2018), *Flowchart of the Basic Procedures in Implementing a Convergent Mixed Methods Design,* p. 70.

To address these potential limitations in my study, the same participants participated in producing both quantitative and qualitative data when responding to the survey. In addition, I designed both the qualitative and quantitative strands to focus on the same topic to address issues when merging the two types of data. In the following sections, I elaborate on the specific data collection and analysis procedures that were used in this study. I begin with the qualitative strand.

Qualitative Strand

The phenomenological approach to qualitative research was used in this strand of the study. The intent of this approach was to describe "the common meaning for several individuals of their lived experiences of a concept or a phenomenon" (Creswell, 2013, p. 76). Phenomenology seeks through in-depth descriptions and thorough analysis of individuals' lived experiences to understand the meaning or essence of a phenomenon. An individual's lived experience of a phenomenon is subjective and, according to Creswell (2013), "the reality of an object is only perceived within the meaning of the experience of an individual" (p. 78).

Therefore, the goal in this strand of the study was to be able to describe teacher caring behaviors in the physical and remote classroom environments, as well as the values and beliefs that guided these behaviors. To accomplish this goal, participants responded to open-ended statements on the survey to garner their perceptions of what teacher caring meant and the paradigms that guided the behaviors of caring teachers. This allowed participants to share details about teacher caring by describing what the experience meant for them and, through analysis, revealed the essence or structures of the experience (Moustakas, 1994).

Participants

A purposive sample population was used in this strand of the study based on the following criteria to locate teachers: (a) sample of teachers from across all grade levels from PreK through College working in private and public educational settings; (b) teachers serving students from different socioeconomic status and ethnic backgrounds; (c) teachers serving students in "gifted schools," special education programs or classes, and performing arts schools; and (d) teachers with 3 or more years of teaching experience.

Upon receiving approval from the Institutional Review Board (IRB) for human subjects, I began recruiting participants for my study. To receive permission to survey teachers on the college campuses, I had to complete the IRB process or their internal review board application process administered by their research offices. After receiving permission, the colleges distributed my survey through their internal system to teachers. In addition, I emailed chairs of departments and directors of special programs on college campuses requesting their assistance in emailing my survey to their teachers. To recruit participants, from PreK-12 schools, I contacted via telephone and email the principals and heads of schools requesting permission to survey their teachers. In these emails, I shared the purpose and significance of my research and my IRB application. Seventy-nine participants responded to my survey; however, two respondents declined to participate, and five participants did not fit the criteria of teachers with 3 or more years of teaching experience. I was left with a sample size of 72 participants ($N = 72$). These participants spanned Pre-K through College across various disciplines. However, most participants were college teachers. Also, only one high school teacher responded to the survey.

Recruiting participants was very challenging. I contacted over 40 schools including superintendents of school districts. However, those who replied to my request informed me that because of the pandemic, they were not granting permission for their teachers to be surveyed. Other principals and superintendents of schools informed me that due to the number of requests they already had, they were no longer accepting new ones. The participants' teaching experienced spanned from 3 years to 53 years, with an average of 9 years of experience. Therefore, the data collected reflected the views of experienced teachers.

Data Collection

Upon IRB approval, I requested the assistance of Campus Labs, an assessment tool for higher education institutions, for conducting surveys offered by Long Island University to create the survey. Campus Labs launched the survey on their site at baseline.campuslabs. com. The survey opened on February 12, 2021 and closed on March 3, 2021. Qualitative data were collected through open-ended questions on the survey. The survey provided participants the opportunity to answer the questions at their leisure. Data were saved on my personal computer, using encrypted password-protected documents to which only I had access.

Ethical considerations of the research were followed by informing participants at the beginning of the survey that their participation was voluntary, and they had the choice to withdraw their participation from the study without penalty at any time. In addition, each participant was asked to read and electronically sign the consent form (see Appendix B) outlining their rights as a participant and agree that they understood these rights. Open-ended questions were transcribed and analyzed.

Data Analysis

Qualitative data analysis is a challenging and rigorous process that involves "organizing the data, conducting preliminary read-through of the database, coding and organizing themes, representing the data, and forming an interpretation of them" (Creswell, 2013, p. 179). These activities can be viewed within the following processes: (a) Horizonalizing; (b) Textual Descriptions; (c) Structural Descriptions; and (d) Integration of the textures and structures (Moustakas, 1994). Horizonalizing is the identification and highlighting of all "significant statements, sentences, or quotes" relevant to the topic that "provide an understanding of how the participants experienced the phenomenon" (Creswell, 2013, p. 82; Moustakas, 1994). These statements produce "meaning or meaning units," which are listed and clustered into themes (Moustakas, 1994). Next, textural descriptions of the participants' experience are developed from the significant statements and themes. Then, the textual descriptions are used to write structural descriptions that describe the context or setting influencing the participants' experience of the phenomenon (Creswell, 2013). Finally, the textual and structural descriptions are integrated to produce a composite description representing the invariant structure or essence of the phenomenon. Creswell posited that the composite descriptive passage reveals the underlying structure of the experience that should allow the reader to come away from the research feeling as if they understand what it is like for a person to experience the phenomenon.

To analyze the data for my study, I followed the steps outlined in conducting phenomenological analysis. This process involved four stages. My initial stage included the following steps: (a) transcribing the data, and (b) closely reading participants' responses to acquaint myself with the data at least two times. The second stage of the data analysis

process involved analyzing all data through coding, themes, and descriptions. The specific

steps in this stage included: (a) coding the data; (b) grouping the coded data into categories

based on shared content; (c) combining these categories to generate themes; (d) representing

the data analysis through descriptions and themes using supportive evidence drawn from

participants' quotes. This process involved three rounds of coding to verify or change initial

codes.

The third stage of data analysis involved: (a) the interpretation of the results

(generated in stage two) through reflecting on how the themes answered the research

questions; and (b) merging the data from the quantitative analysis in a joint display for

comparison and interpretation.

The fourth and final stage of data analysis involved validation of the qualitative data

and results. This is discussed in the section below.

Data Validation

Validation of data occurred using the following three strategies: (a) Triangulation of

data; (b) Reporting any disconfirming evidence; and (c) Peer review.

Triangulation

Triangulation is the use of multiple sources, methods, or theories to corroborate the

evidence (Creswell, 2013). In my research, triangulation existed based on the fact that mixed-

methods involved the joint analysis of both quantitative and qualitative data to support and

answer the research questions.

Reporting Disconfirming Evidence

In the convergent parallel design, results can converge or diverge. Reporting any

disconfirming evidence where data diverge was a form of data validation that actually

confirmed the evidence. In my research, there was no disconfirming evidence to report that

presented "a perspective that was contrary to the one indicated by the established evidence"

(Creswell & Plano Clark, 2018, p. 217).

Peer Review

Peer review involved asking a colleague who was familiar with the content area of

my research to assist in coding, examining my data, and verifying my results. My colleague

had valid IRB approval, had recently conducted her dissertation using a phenomenological

approach, and was therefore equipped with qualitative research experience (Creswell &

Plano Clark, 2018).

During the survey creation stage, I contacted via telephone my colleague who I

wanted to be the peer reviewer and shared with her the nature of my research, the role of a

peer reviewer (review the data and qualitative results using their own criteria), and requested

her participation in my study to validate the results. Upon her acceptance of my request, I

went through several rounds of coding. I emailed my colleague data containing the

qualitative analysis and results and asked her to review these findings using her own rubric.

This information was stored on her personal computer in a password-protected word

document to which only she had access. My colleague analyzed the data, then emailed and

called me regarding any questions she had about the some of my initial codes and

descriptions. During our final conversation, we reached a consensus, and she confirmed that

the data displayed and the ensuing findings on teacher caring were accurate.

Mixed-Methods Validity

Mixed-methods design faces many validity threats. These threats differ based on the

type of design and there are specific steps for validating the data of each design. This study

utilized a convergent parallel design which faced four threats to validity. However, strategies

to minimize these threats were employed in this study to address issues of validity. One

threat of the convergent design related to using different concepts when collecting

quantitative and qualitative data. However, to minimize this threat, I created "parallel

questions addressing the same concept" in both the qualitative and quantitative strands of my

study (Creswell, 2018). Next, validity was questioned in this design based on the use of

unequal sample sizes for the quantitative and qualitative strands. In this study, the same

sample sizes were used to collect both qualitative and quantitative data. Another validity

threat was that results from the different databases would be kept separate. However, to

address this threat, participants completed one survey with both the quantitative and

qualitative questions, and the data collected from both strands were integrated during data

analysis. The results of the qualitative and quantitative data were displayed jointly. Lastly,

failure to address disconfirming results was another threat to validity in this design.

However, as mentioned previously, there were no disconfirming results to report, and so I did

not need to conduct a new analysis to further understand diverging results.

Quantitative Strand

According to the convergent parallel mixed-methods design, the quantitative strand of

my research occurred concurrently with the qualitative strand. This phase of the study was

designed to explore the caring behaviors teachers believed were most important to achieve

using close-ended data in my survey instrument. The same participants were used to respond

to the quantitative and qualitative strands of my survey. Therefore, the recruitment process

was the same as described in the qualitative strand.

Data Collection

Participants were asked to fill out a survey that was available through Campus Labs, an assessment tool for higher education institutions conducting surveys offered by Long Island University. Campus Labs provided a link (http://baseline.campuslabs.com) that participants used to access the survey. I worked with technical support offered through Campus Labs to protect participants' confidentiality and responses, serving as an ethical means of data collection. In addition, participants were required to read and sign the consent form approved by the Institutional Review Board (see Appendix B). This form informed participants of the purpose of the study and reminded them that their participation was voluntary and they could withdraw from the study any time they chose. Participants were assured that their names will be substituted with pseudonyms in the final version of the study. Participants' signature served as proof that they read the consent form and understood their rights during the research process. After electronically signing the informed consent form, participants were instructed to complete the survey based on their teaching experience.

Data Analysis

The quantitative analysis was conducted using Campus Labs baseline statistical tools and the statistical package IBM SPSS. Analysis included descriptive statistics as these statistics best serve to answer my research questions (Creswell & Plano Clark, 2018). The descriptive statistics allowed me to describe the frequency of behaviors teachers viewed as most or least important to them in their practice. However, rank-order questions in both Campus Labs baseline and SPSS were difficult to calculate using either software, so the frequencies were calculated manually with the help of staff from Campus Labs. Data were then merged with the qualitative data in a joint display for comparison and interpretation.

Instrument

Participants were asked to complete a survey (see Appendix C) concerning teacher caring behaviors. They were asked to rank order teacher caring behaviors they considered most important to achieve. Participants were also asked to reflect on open-ended questions (qualitative data) on the caring behaviors they exhibited in the physical and remote learning space, and their views on teacher caring.

Chapter Synthesis

In this chapter, I described the procedures, data collection, data analysis, and selection of participants that were used to conduct this study. The criteria for participation were outlined as were the recruitment strategies and ethical considerations that were afforded to participants. I undertook all appropriate measures to protect participant confidentiality such as consent, data storage, and security. The current study was designed to be reliable, valid, and ethical. I anticipate that this study will illustrate the process of teacher caring in the teacher-student relationship and have important implications for theory, research, and practice, thereby adding to existing knowledge regarding teacher caring.

CHAPTER IV

FINDINGS

The purpose of this mixed-methods study was to explore and examine teacher caring

behaviors to provide a framework or professional model for caring to facilitate teachers in the

development of a pedagogy of care. This research purpose was guided by six questions

designed to address the statement of the problem, which asserted that teachers are expected

to care but may not always exhibit or know how to care for students.

In a quest to understand a response to the research questions cited below, an analysis

of the data is presented.

RQ 1: What are your views regarding the role of caring in teaching?

RQ 2: What differences are there between teachers' perceptions of caring in the physical and

remote learning environment?

RQ3: What values guide the caring behaviors of teachers?

RQ4: What factors influence a teacher's capacity to care for their students?

RQ 5: What care behaviors do teachers report they are practicing?

RQ 6: What care behaviors do teachers consider important in the physical and remote

learning environment?

Research Questions 1, 2, 3, and 4 explored the perspectives and experiences that

influence the caring practices of teachers. Research Questions 5 and 6 examined the care

behaviors teachers are practicing. Teachers' voices on their lived experiences with caring

from the intangible to the tangible in the physical and remote setting are instrumental in

crafting a pedagogy of care.

To facilitate the presentation of this large amount of qualitative and quantitative data, the findings are presented based on the research questions explored and the themes derived from these questions.

Research Question 1

Views on the Role of Caring in Teaching

Teachers' views on the role of caring are fundamental to the development of a teacher's capacity to care. Teachers overwhelmingly indicated that caring is "paramount" or "care is needed 100%" in teaching. Furthermore, in providing a comprehensive view of the role of caring in teaching, teachers shared, "I think it makes sense to care with healthy boundaries, it is still a foreign concept to some students and instructors alike," with another teacher reminding us that "caring in teaching can be challenging at times." Collectively, these responses provided a realistic perspective of the role of caring in teaching.

Teachers' views on the role of caring reflected that teacher caring is fundamental because it impacts four key components of the teaching experience. These four components are the themes in this section: (a) Teachers and Teaching, (b) Students and Student Learning, (c) Relationship Building, and (d) Classroom Atmosphere.

Teachers and Teaching

Teacher caring is linked to effective teaching and effective teachers (O'Brien, 2010; Owens & Ennis, 2005). Teachers stated that caring is "very important for effective teaching" and "one of many aspects of a good teacher."

Teachers. The impact of caring on teachers is that it is considered a trait of "the most memorable teachers," and that to be an effective teacher, "students need to know that their teachers care about them personally." Caring is also seen as the avenue for understanding

students; as a teacher remarked, "in order to teach students, you also need to understand students." In further support for teachers and caring, a teacher said, "I can't extricate the caring from the teaching…it's important to care about students beyond their performance in a specific class…what they are trying to do with their lives."

Teaching. Caring can drive instruction from planning to delivery (Hativa et al., 2001). A teacher remarked, "caring in teaching is key to both teaching on, and with, purpose…. We teach them to think with their minds, create with their hands, and to learn with their hearts." Caring, stated another teacher, "allows you to look for your students' best interest…so, you will search for best practices to help your students." Other teachers stated, "effective lecturing can take place as a careless monologue…effective teaching cannot take place without caring" and "teachers can get away with not caring but those classes might not be worthy of the name 'education.'" Moreover, linking teacher caring to recognize if teaching is the profession for an individual, a teacher expressed that "caring is paramount in teaching. If your heart is not in it, then you are in the wrong profession."

Students and Student Learning

Teacher caring has a positive connection to the psychosocial development of students as well as meeting their learning needs (Best, 1990; Nadge, 2005). Teachers' responses supported the literature as they linked caring to students' overall well-being, academic achievement, and motivation.

Student well-being. Teachers viewed caring as being able to provide emotionally safe spaces for students. As expressed by a teacher, "students must perceive that they are in an emotionally safe learning environment." Another teacher shared, "the cliché, 'they don't care how much you know until they know how much you care,' is frequently used because it

is accurate; this includes mental/emotional care and spiritual care…. I act out of concern for

them and a devotion to their well-being." Further supporting these views, another teacher

remarked, "Teachers need to understand that there are variables outside the classroom that

impact negatively the attention and focus of students. For this reason, developing a caring

role in teaching helps the teacher to connect with the holistic needs of students so that the

impact on learning would be greater."

Student achievement. Tichnor-Wagner and Allen (2016) averred that teacher caring

positively impacts students' achievement. In support of this view, a teacher expressed,

"Caring is the basic component necessary for establishing a productive learning

environment." Teachers also connected caring to several other aspects of student

achievement such as "care of student understanding," promoting students' "desire to learn,"

"encourages them to try to do their best," and "it truly makes a difference in how receptive

students are to the message."

Caring was also associated with improving students' "chances for success" and

helping teachers "pull out the best from a student." As reflected by a college professor,

caring is also linked to a teacher's desire for students to succeed: "I think often the idea from

students is that college professors don't care, so I've realized just grabbing someone after

class to discuss their progress and what's going on with them, that they know I want them to

succeed, and I can see them." Another teacher cautioned that caring is "critical but don't

confuse caring with enabling or telling students they have done well when they have not."

Student motivation. Wentzel (1995) asserted that if students were well-liked by their

teachers, it increased their motivation to achieve academically. In supporting this view,

teachers shared that caring "motivates students to learn because they feel that the teacher

cares" and that "the role of caring in teaching is to recognize that students come into the class as a student but have many other life responsibilities and problems just like us, so we must motivate them but still be understanding." Comparing overachieving students and underperforming students, a teacher asserted,

> Overachieving students have excellent time management skills, are responsible individuals, work meticulously, and meet the deadlines punctually. It is the underperforming students who need our utmost attention and care. If we choose to ignore their socioemotional needs, they are more likely to drop out than those who receive sympathy and care from the instructor. A teacher's job is not just to transmit knowledge. A good teacher must give students the hope and confidence that they have the potential to rise to the challenge and succeed in college.

Relationship Building

Teacher caring also has to ability to nurture key relationships that can impact students' holistic development (Anthrop-Gonzalez & De Jesus, 2006; Tichnor-Wagner & Allen, 2016).

Teacher-Student relationship. In nurturing the teacher-student relationship, teachers shared that "relationships are the key to growth and learning" and "teachers establish relationships with their students through the care and attention that they give." Another teacher voiced that caring involved "giving meaningful attention and rapport building."

Teacher-Parent relationship. Examining caring from the teacher-parent relationship, a teacher shared, "caring in teaching is very important for…teacher-child relationships and parent-teacher relationships, thus bridging the gap between home and school."

Student-Student relationship. Showing that learning is not an isolated event, a teacher viewed the role of teacher caring as creating a "collaborative environment, where each individual's roles are respected and encouraged." Tichnor-Wagner and Allen (2016) also viewed collaborative activities as ways to strengthen the student-student relationship.

Student-School relationship. Another key relationship a teacher can foster through caring is connecting students to the larger school community. A teacher remarked, "I try to let them know about support services available to them."

Classroom Atmosphere

Teacher caring can also serve to create a welcoming classroom atmosphere (Anthrop-Gonzalez & Allen, 2006; McLaughlin, 1991; Mercado, 1993). This atmosphere can create a sense of belonging and a safe space for learning.

Sense of belonging. A teacher remarked, "Caring gives students a sense of citizenship and expectations to have them want to do their best. It helps them develop inquiry towards learning and prepares them for life." Eisenberger and Cole (2012) and Jones (2002) listed sense of belonging among the numerous benefits of teacher caring, such as producing in students a healthy self-concept and significance.

Safe and secure space for learning. Teacher caring that nurtures a student's holistic well-being involves "creating a safe space" for learning. Another teacher shared, "students cannot learn if they are not in a safe space; the care I try to provide is to help them feel safe and secure." In addition, caring is viewed as important because it creates an atmosphere that "allows students to be comfortable in answering questions" and "allows students to feel safe and comfortable to share their thoughts."

Research Question 2

Perceptions of Teacher Caring in the Physical and Remote Learning Environments

In the previous section, teachers expressed views on the importance of caring and its impact on four key components of the teaching experience. Teachers now compared their views about caring in the remote and physical learning environment. These views were expressed by teachers who were teaching during the COVID-19 pandemic that began in March 2020, wherein teachers were immediately required to shift a centuries-long practice of teaching in the physical setting to teaching remotely or in hybrid formats. Therefore, their views offered here provide valuable insights into teaching during this phenomenon and its impact on developing a teacher's capacity for caring.

The overwhelming perception of teachers regarding teaching in the physical versus remote learning environment is that caring is "equally important" and "not vastly different" in both settings but more "difficult in virtual remote learning." In summation of what seemed to be the thoughts of most teachers' responses, a teacher asserted, "I am very grateful for Zoom, but it cannot replace physical presence in the classroom; in-person teaching is irreplaceable."

Teachers compared their experiences within four major themes: (a) Physical Presence, Interpersonal Connection, Diminished Communal Practices, and Isolation; (b) Student Achievement; (c) Teacher-Student Experiences; and (d) Care Strategies.

Physical Presence, Interpersonal Connection,

Diminished Communal Practices, and Isolation

In comparing teaching in the physical versus remote environment, teachers were expressive regarding the loss or diminished capacity of physical cues, body language, the

interpersonal connection that physical presence in a physical classroom allows, and the

isolation experienced in remote learning and diminished communal practices.

Physical cues. Teachers' responses revealed that physical cues were a fundamental

communication tool they used to do their jobs effectively. Three concerns teachers expressed

were inability to read demeanors, absence of student voice, and ability to maintain student

engagement.

Physical cues allowed teachers and students to "read" each other's demeanors. A

teacher shared, "Caring in the physical versus remote learning environment are not vastly

different but are both equally important. Both require the importance of expressing care

through eye contact, and tone of voice." Another teacher voiced, "I think it's even harder to

actually be caring in the remote learning environment. Students can't read your physical

demeanor, especially if you don't have any synchronous class time." Other teachers

remarked, "I think remote learning creates an environment where it is harder to pick up cues

about the students" and "In the physical, you can visually observe students and read their

body language."

Highlighting both body language and the "absence" of student voice in the remote

setting, a teacher voiced, "It is a lot easier when you can see body language and hear

conversation to know what is going on." Using an analogy to echo this view, a teacher

expressed:

> It's easier to show and perceive care in person: body language, being live—just like
>
> there is nothing like live music or dance or any kind of performance, there is nothing
>
> like teaching in person. You are there with the students in a time and place dedicated
>
> to learning and community. With the pandemic, I meet one hour per week with the

classes over Zoom and of course, no one except the adult students puts their cameras

on, so it is like speaking into the void.

A teacher associating physical presence with ability to guide student behavior and

engagement shared, "My perception of caring in the physical versus a remote learning

environment is that I can be hands on and physically present along with a watchful eye. I am

able to redirect the students' focus better in-class than remotely."

Interpersonal connection. Teachers expressed the diminished experience of

interpersonal connection in the remote versus physical setting through the effort it was taking

to maintain this practice and their ability to meet students' academic and emotional needs. A

teacher expressed, "The need for caring in the remote environment is even greater than in the

physical environment because it requires more work to connect with students when there is

physical distance." Another teacher voiced, with hope for the future, "The interpersonal

connection in a remote environment is strained and requires greater effort on the part of all

parties to connect. Although with practice and familiarity, it can be achieved."

Focusing on students' academic and emotional needs, teachers shared, "I perceive

that there is a disconnection between face to face and remote learning; some students need to

have interpersonal interaction and manipulatives because they have different learning styles"

and "Caring in the physical allows you to help the child personally with challenges that they

may have. Remote doesn't give you a personal relationship." Echoing these teachers' voices,

another teacher expressed:

> …The great abysmal is to overlook students' emotional needs and not address issues
>
> of linguistic insecurity as and when they arise in the classroom. Since my school does
>
> not allow me to ask my students to turn on their videos, I feel like I am really not

getting to know them at all. All I see is a white icon on the screen, and I hear their

voices, but I can only ask them to rest assured that they will do well. The reality is

that most of them are nervous and are feeling the pangs of the pandemic. It is hard to

show students in the online learning space that I care about them. Technology can do

wonderful things for us, but it can never replace the human interaction in a physical

space. Distance learning makes it hard for instructors to care about their students as

they would in the classroom setting.

Diminished communal practices. In comparing physical and remote teaching, some

teachers also expressed a desire for communal practices such as group activities, group

conversations, and immediate reactions, as experienced in the physical setting. Supporting

this premise while acknowledging that group or communal practices occur in both settings, a

teacher asserts, "It's harder to promote care with students who are absent or have their videos

turned off. In the physical environment, the group consciousness feels more tangible though

clearly exists in the remote learning environment." Another teacher declared:

> Remote learning environments could be more challenging than in-person learning
>
> ones because teachers need to work on trying to close the gap between computer
>
> screens and the learning activities that happen in class, which play a key role in
>
> motivating students. For instance, the possibility of coming together to create things,
>
> make group decisions, discuss struggles, celebrate successes, and leave physical
>
> evidence of the classwork is, in many cases, lost in remote learning environments.

Describing physical and remote learning in terms of group conversations, "immediacy," and

"meaning," a teacher opined, "Remote learning is not as immediate or meaningful as

physical learning. Opportunities for small-talk or between-class banter is much more limited. Overall, it is more of a challenge to demonstrate care remotely."

Other teachers, who expressed the reality of physical contact that may spontaneously occur in person and primarily in the lower grades, shared, "Where we can smile, we are not allowed to hug or supply children with things they need" and "In the physical, you're able to tap on shoulder and get a spontaneous hug from a little one. The visual is different, as the physical environment provides for more of a spatial form of teaching."

Remote learning isolation. In addition to highlighting the impact of physical cues, body language, and interpersonal interaction in the physical versus remote environment, teachers also shared views on the sense of isolation they and their students were experiencing in the remote setting. A teacher summarizing this theme remarked, "Caring appears to be more important in the remote learning environment because of the incumbent isolation of this setting."

Teachers voiced, "I find that showing care and emotions is more difficult in the remote environment. It is harder to feel close to someone without their physical presence" and "There is a disconnect remotely. I feel like it's harder to reach the child." Another teacher shared, "I believe caring in remote learning requires an extra level of care and effort. By not being in a physical environment, students tend to feel less connected and more withdrawn. That extra level of care is needed to ensure that students feel that connection, albeit, remote and are still able to complete their academic obligations."

Building on this theme from an asynchronous teaching experience, a teacher revealed:

In the physical classroom I would encounter all of the students physically. In the remote world of teaching, my classes are asynchronous. They don't meet, but

students can choose to participate in a discussion section each week. They can also request office hour appointments over zoom. So, my feelings of caring for my students are the same but I don't have the opportunity to reach as many students—they self-identify as wanting more contact.

Student Achievement

Student achievement is a central focus for teachers in the physical or remote learning space. Teachers' responses were focused on student engagement, grades, ability to study, responsiveness to assignments, delivery of instruction, and time and internet access constraints. Capturing this theme, a teacher expressed:

I have to be intentional/methodical and critically think about how to connect with students and deliver content for students to be engaged, whether I teach in a physical classroom or in a remote environment. I also have to keep in mind students may be hindered with distractions in the remote environment, and I have to be aware of those factors and be understanding. I can show care and utilize similar care strategies both in person and in a remote modality. In my experience, delivering care strategies and forming a connection takes more time and effort in the remote learning environment.

Another teacher concerned about camera use and students' grades voiced:

Caring is difficult to do in a virtual remote learning environment. For example, if the student does not have a camera enabled but this is the tool that will be used to judge the student's attendance and presence in staying engaged. The student will receive a poor grade in the course. However, a caring teacher will seek to investigate why the student does not have a camera enabled. Caring in a remote environment requires a great deal of flexibility and compassion.

Addressing student achievement from the viewpoint of studying and school routines, a teacher shared, "Care on remote is different because the student on remote is often alone in an environment that do not help him to study. At school, the student is dressed and must follow instruction. At home, we must constantly remind the student that they are in school and they should not play while they are in class."

Another teacher concerned about student achievement and responsiveness to teacher feedback voiced, "I think that when I write comments to students' low-stakes assignments for each individual student rather than to the whole class, the students possibly feel more connected with me. I have not verified this. I am not even sure if all students view my comments, though I have a video showing how they can view my comments."

In addressing delivery of instruction and time constraints, a teacher advised:

We as educators should use supportive methods that care for individual needs of students and not be overly concerned on the technical aspect of remote learning. Prioritize course information that students must know and remove information that may be peripheral during remote learning. Be mindful that some students maybe accessing the internet on phones with limited data during remote learning. Not all students have an uninterrupted space to work and may have less time to do work.

Other concerns regarding student achievement shared by teachers when comparing physical and remote learning but not elaborated under this theme were addressing students' different learning styles, having necessary supplies, and attendance issues.

Teacher-Student Experiences

Teachers' responses reflected that caring in the physical versus remote setting presented difficulties for both teachers and students. For example, in the previous responses,

teachers indicated that caring in the remote setting was "more challenging" and required

"more effort" than in the physical setting; they cited some reasons. The repeated use of the

word "more," coupled with words like challenges, frustration, struggle, and phrases like

"really have to pay attention" or "around the clock caring," conveyed the depth of teachers'

experience of this phenomenon.

A teacher shared, "Caring in the physical has its challenges all by itself, caring in

remote learning has way more frustration to deal with the challenges are very frustrating."

Other teachers asserted, "It is a struggle to be as caring when I work remotely" and "It is one

of the biggest challenges I have had to face in shifting to this mode of instruction."

Another teacher commented, "In the remote learning environment, you really have to

pay attention to what is on the screen or page and reach out if people are late or absent. There

is no way to know if they are just cutting or if there are needs that need to be addressed

unless you ask." Further emphasis on the demand of remote instruction, a teacher shared, "I

think remote learning is an all-around-the-clock caring because the line of class and home is

so blurred."

Highlighting the experience of some students, a teacher said:

In the remote learning, it is challenging to give students your physical presence,

which is sometimes what a student needs when they are home alone for much of the

day. Some students need time to talk privately, but it is difficult when teaching

virtually to get that time in or to make students feel comfortable because sometimes,

they may feel as though others are listening (whether classmates or parents) who they

don't want to hear.

Care Strategies

In comparing teacher caring within the physical versus remote learning environment, teachers shared strategies they used to face the challenges they encountered.

Citing techniques involving environment, course preparation and delivery, and responsiveness to students' needs, a teacher responded, "Caring is conveyed to students in a remote learning environment via positive tone, mindful organization of course, multi-modality delivery of instructional materials and assignment choices, Flexible deadlines to meet individual students' circumstances."

Discussing feedback and the environment, another teacher shared, "I strongly believe that in both environments it is necessary; however, remotely it must be more evident. Giving students positive feedback and having a positive remote environment put students at ease."

Highlighting instructional policies, a teacher remarked, "My 'caring nature' was revealed to students through my course policies and practices. I was able to see that my 'caring' came across in videos (explaining the syllabus and other class requirements in detail) or through my late submission policy or my requirement that students meet with me once on Zoom or my constant feedback on student work in a timely manner."

Connecting students to resources, this teacher wrote, "But I try to show care through spending some time asking how everyone is, sharing the college resources, reminding them of the supports, from emergency funds to counseling groups, et cetera."

This teacher focusing on the technical and environment factors that impact students expressed, "In remote learning environment, caring manifests in recognizing and attending to students' challenges, both technical and environmental."

Research Question 3

Values Guiding Teacher Caring Behaviors

Based on teachers' responses, seven values were identified that guided the caring behavior of teachers. These values are: (a) supportive relationships; (b) empowerment; (c) learning and academic achievement; (d) students' well-being; (e) accessibility, responsiveness, and flexibility; (f) comfortable learning atmosphere; and (g) students' dignity.

Supportive Relationships

In educational settings, the goal of attachment theory is to help students become "appropriately dependent" through cooperative caring relationships formed with teachers or other caregivers (Watson, 2003, p. 15). According to teachers' responses, these relationships can be built through mutual respect, trust, honesty, integrity, openness, thoughtfulness, patience, and communication that values students' voices.

Teachers shared, "Trust and respect are fundamental values involved in teacher caring, also patience, support…" and "mutual respect between faculty and students." In addition, teachers discussed the importance of "modeling honesty and integrity… making space for pronouns…understanding their background and where they are at." Teachers also stressed that supportive relationships require "always being respectful and patient with students—even if I may think they are full of malarkey excuses, I work with them to make a plan to get their work done."

According to teachers, supportive relationships can be further facilitated through "sincere interest in getting to know students," "demonstrations of thoughtfulness and concern," and "being open, friendly, caring, interested." This also includes "effective

communication especially while teaching" and "demonstrating a genuine thoughtfulness for each student, knowing their name, validation of their thoughts/voice." Demonstrating honesty and openness, a teacher voiced, "I think being honest with students helps—I'll sometimes share stories about my own rocky road through college with my students so that they won't feel that college is just something that goes well effortlessly for some people."

Empowerment

Nadge (2005) wrote that teacher caring can provide students with a sense of hope and possibility. Eisenberger and Cole (2012) and Tost et al. (2015) through their research in neuroscience supported this claim by stating that social connection activates the reward systems in the brain, impacting the hippocampus, amygdala, and prefrontal cortex which are important in learning and developing resilience. According to teachers, empowerment through caring can be accomplished through belief in students' capacity for growth, guidance, accountability, positive reinforcement, active participation, and setting clear achievable goals.

This involves teachers "creating a motivational environment" based on "belief in student capacity to change and grow." Empowerment also includes "student guidance," "positive reinforcement and verbal praise," and "holding students accountable" because "free passes only hurt students and are not part of caring for them." Teachers also shared that empowerment includes "encouraging active participation," "going the extra mile to show love," and "setting clear achievable goals."

Learning and Academic Achievement

Vygotsky's (1978) theory on the Zone of Proximal Development (ZPD) looks at development from the levels of (a) actual development and (b) level of potential

development. In educational settings, the actual development level refers to tasks a student can do independently or without assistance. The level of potential development refers to tasks a student can perform with assistance. Building on Vygotsky's theory, this research asserted that teacher caring is the link between a student's actual developmental level and level of potentiality. According to teachers' responses, these views are supported through caring by desire for student success through academic support, high expectations and standards, diversifying instructional strategies, and intentional preparation and delivery of instruction to develop students' critical thinking, problem solving, and cognitive abilities.

Describing teacher caring as a link between the actual and potential developmental levels of a student, a teacher posited, "One of the most important behaviors or processes in teaching caring is being able to understand and get in the minds of the students. Individuals who are unable to understand their students may not build the necessary rapport or develop productive strategies that will help students learn the required objectives and takeaways." Another teacher built on this view by sharing the importance of "identifying the strengths and weakness of each student and to use a variety of teaching and learning strategies."

As a foundational premise, teachers also stated that learning and academic achievement through caring requires that "A teacher should have a great need to want all her students to succeed" and "helping students grow intellectually." This also includes the importance of having "high expectations and standards" and "treating students as our equal intellectual partners." Teachers also expressed, "I think that students should feel comfortable asking questions to the instructor, getting in touch with the instructor, and see that they are provided with support." In addition, learning and academic achievement can also be facilitated through teachers' "passion for teaching, passion for student development, and

understanding/awareness of the professor role on impacting student success in connecting/enjoying learning journey."

Then, focusing on the importance of academic achievement through teacher learning, a teacher remarked, "Fortifying your remote teaching strategies by participating in staff development training in eLearning." Summarizing the learning experience for teachers and students, a teacher remind/ed us, "The irony is that the word 'educator' in Latin means 'to draw out,' but most teachers 'stuff in' doing disservice to students' cognitive problem-solving ability."

Students' Well-being

Noddings' (2005) theory of caring supports students' holistic development, which includes their moral, spiritual, physical, mental, and economic faculties. Teachers' responses on student well-being as an important value referred to students' holistic development, acknowledgment of student needs, and emotionally safe inspirational spaces in which students can learn.

Teachers commented on the importance of having "concern for the full person" and "acknowledging that there is life outside the classroom that impacts the learning process." This also included "teaching students to balance their lives between school, social, and spiritual endeavors" and "establishing a safe inspirational learning atmosphere."

Accessibility, Responsiveness, and Flexibility

Teacher dispositions are important in meeting the mission objectives of educational institutions (Wasicsko, 2004; Wayda & Lund, 2005). In their responses, teachers discussed the caring teacher as being accessible, responsive, and flexible. These behaviors are expressed through teachers' "personal, direct attention and time." For example, a teacher

shared, "I think being accessible helps—I don't give out my telephone number, but I review email on my phone, so I can always respond very quickly when I receive a message from a student" or "listening to their problems which can be overwhelming, very overwhelming." Another teacher voiced that it is important to "also be extremely flexible" and "let students know that you recognize that they are human and that things may not always go as planned."

Comfortable Learning Atmosphere

Teachers are tasked with creating safe, secure, comfortable learning spaces where students can take risks (McKamey, 2011; Nguyen, 2016; Owens, & Ennis, 2005; Thayer-Bacon & Bacon, 1996). Teachers' responses supported these views through teachers' prosocial and equitable behaviors. For example, as mentioned previously, under the theme learning and academic achievement, a teacher wrote that "students should feel comfortable asking questions to the instructor, getting in touch with the instructor, and see that they are provided with support." This view, as expressed by the teacher, was also about the classroom atmosphere and risk taking.

Another teacher shared a desire for students to "be happy in their space…and excited to be at school, love learning." Other teachers wrote about teachers displaying "positive social values, a strong presence within the classroom," "building rapport with students," and "establishing a safe inspirational learning atmosphere." In addressing the role of equity in the classroom, a teacher shared "belief in justice."

Students' Dignity

Beauboeuf-Lafontant (2002) asserted that the caring mindset begins by viewing students as human beings. Gay's (2010) theory of culturally responsive teaching supports this view through embracing the cultural differences of ethnically diverse students.

Teachers' responses to support students' dignity include embracing students' humanity, liking people, a desire for involvement in people's lives, developing and showing empathy, and spirituality. Therefore, teachers wrote about the importance of "acknowledging our students' humanity," "embracing and enhance their uniqueness and individuality," and "giving opportunities for each student to experience success." Teachers further highlighted the significance of "treating others with dignity and respect" and "I think liking people and wanting to be involved in people makes a big difference."

In addressing the connection between students' dignity and empathy, teachers discussed "developing empathy" and "it's very important to show empathy and care in the physical and remote classroom" because "sometimes the grades are good, but there is an emotional need that is lacking in their life." Discussing students' dignity from a spiritual lens, a teacher shared, "Showing them the Love that Christ shows me. Giving second chances and even third and fourth."

These values representing teachers' voices form the Professional Model of Teacher Caring or the Core Values of a Caring Teacher.

CARE DELIVERY MODEL OF TEACHING
(Core Values of a Caring Teacher)

1. The caring teacher seeks to value ***students' dignity*** by recognizing their humanity through spiritual values, empathic awareness, acceptance of their identity, and advocacy.

2. The caring teacher seeks to nurture ***supportive relationships*** with students through a desire to know students based on mutual respect, trust, honesty,

integrity, openness, thoughtfulness, patience, and communication that values students' voices.

3. The caring teacher seeks to *empower* students through belief in students' capacity for growth, guidance, accountability, positive reinforcement, active participation, and setting clear achievable goals.

4. The caring teacher seeks to encourage students *learning and academic achievement* based on a desire for student success and through academic support, high expectations and standards, diversifying instructional strategies, intentional preparation and delivery of instruction to develop students' critical thinking, problem solving, and cognitive abilities.

5. The caring teacher seeks to promote students' *well-being* based on a concern for their holistic development through an awareness and consideration of student needs, inside and outside the classroom and providing emotionally safe spaces for students to learn.

6. The caring teacher seeks to develop an attitude of *accessibility, responsiveness, and flexibility* based on a desire to meet students' needs through personal attention, time, and academic policies.

7. The caring teacher seeks to create a *comfortable learning atmosphere* based on nurturing a happy, exciting, friendly, safe, equitable space to promote love for learning through building rapport with students, fostering their engagement, belief in justice, and an approachable teacher presence.

Research Question 4

Factors Influencing Teachers' Capacity to Care

Developing a teacher's capacity for caring involves teachers recognizing the factors that influence their ability to care. Teacher responses were grouped into two categories: (a) teacher development and success; and (b) student development and success. Each category consists of four themes.

Teacher Development and Success

Teachers' responses indicated that some of the factors influencing a teacher's capacity to care included: (a) time, class size, workload, support, and expectations; (b) teacher self-care and well-being; (c) personal experiences; and (d) teacher knowledge, values, attitude, and competency.

Time, class size, workload, support, and expectations. McLaughlin (1991) and O'Brien (2010) identified time and class size as challenges to creating caring classrooms. O'Brien also argued that teachers' workload on the collegiate level impacts their capacity to care.

Teachers' responses addressing the issue of time as a factor influencing their capacity to care centered on the development and delivery of lessons and getting to know students. Teachers expressed, "The factors that influence my capacity to care for students are having time to strategize, critically think, and in person time during class to demonstrate care strategies" and "The amount of time needed to develop and deliver online course materials." Other teachers voiced, "Time restraints, not having enough screen time" and "Time to get to know them individually."

Commenting on the increase in class size coupled with home life, a teacher remarked:

Class size! With the pandemic, our courses have gone from twenty-five students

to thirty or thirty-two, and it is a crazy swirl of humanity, difficult to keep track of

everything. Plus of course having my daughter and her friends doing online school in

our apartment while I am teaching and work, so distractions abound, and I know my

students have the same issue—so I give them lots of breaks and they give me lots of

breaks too.

Sharing views on workload, personal situations, and support, a teacher voiced:

A higher teaching load makes it more difficult—there are times when I felt like a

robot during times of economic distress for my family when I was teaching full-time

at one college and adjuncting at two others. I remember a period of exhaustion after

having a new baby—there was no maternity benefit at that time—that made it

difficult. I didn't not care about my students, but I know that there were times when I

felt depleted. Support for faculty in that sense is support for students.

Another teacher, commenting on the workload and student expectations, remarked:

I think through the pandemic it has been the increase in level of workload and how

much is expected from me. I also think because we work remotely, students assume

we're just always available and required to respond to them within twenty-four hours.

I have tried to set up better boundaries, so I don't spend my weekend responding to

emails or just setting up required synchronous class times, so I can spend more time

explaining things to them in that avenue.

Teacher Self-care and Well-being

Thompson (2019) supported the argument that it is import ant for teachers to develop

a personal plan for self-care. Teachers' responses discussed "their needs and physical and

mental health." In summation of this theme, a teacher shared, "Definitely I find that if I am sure that I am well cared for—physically, emotionally, and spiritually healthy—then I can care for my students at a greater capacity." Another teacher voiced, "If I am tired or if there is a lot of interruption and a noisy campus environment, it is somewhat harder for me to tap into my capacity to care. I do, but it has a draining effect on me because when I come back home, I feel depleted."

Addressing physiological needs, a teacher expressed, "My personal well-being is a contributing factor too. I need to sleep and eat well and have sufficient personal space, so I have something to offer." Other teachers remarked, "other commitments, my own emotional and financial well-being, support of the institution," "work-life balance" and "my own personal life and stress levels." Citing technological insecurity, a teacher wrote, "My personal struggles can sometimes give me limited capacity to care for my students. Limited physical resources like access to high-speed internet." Another teacher said, "my own self-care really matters. I need to be doing well energetically to be able to help them."

Personal Experiences

Teachers shared about how they experienced a sense of connection in their personal and academic lives and how these experiences influence their capacity to care. A teacher shared, "Based on my own experiences in college and not having that connection with my advisor and other administrators. It left a gap in my vocational development once I graduated college. Based on that experience, I wanted to be in a position where I could provide the type of experience I earned, which I know other students could possibly be feeling as well."

Addressing intersectionality, a teacher expressed, "My intersectional positions of being woman, black and immigrant and how often within that reality I experience,

overlooking and underestimation. I am carefully aware of not ignoring my students' own intersections or their experiences while at those intersections."

Expressing that experiences of caring teachers influenced their capacity to care, a teacher shared, "The main factor is my having experienced genuine care from my own teachers growing up."

Teacher Knowledge, Values, Attitudes, and Competency

In supporting this theme, teachers focused on their pedagogical ability and disposition. Teachers cited, "knowledge of best practice strategies," "technical knowledge," and "excellent knowledge of the subject and curriculum; positive values and attitude" as influences on their capacity to care.

Student Development and Success

Teaching is about student development and success. A teacher capturing this truism wrote, "The goal is to see them learn, develop and grow. If you can't do that, you do not belong in the classroom. It's rewarding and you have a feeling of satisfaction when you see a child grasp the concept and can't wait to see you the next day." Other teachers' responses to this truism in influencing their capacity to care addressed the following factors: (a) student well-being, support, and interactions; (b) spirituality and love for students; (c) student behaviors, attitudes, and purpose; and (d) physical proximity to students.

Student Well-being, Support, and Interactions

Teachers expressed holistic care for students as influencing their capacity to care. For example, a teacher's influential force is "my interest in each child's social-emotional, physical, spiritual, and intellectual development."

Empathy for students also influenced teachers' behaviors. A teacher shared, "Seeing students without. Without meaning all the necessities to help one reach their full potential: broken homes, lack of resources struggling parent, lack of parental knowledge, frequent absences due to illness, and so on." Echoing empathic concern for students, another teacher wrote:

> The main factor is communicating empathy to my students by providing them academic support and also by showing a personal interest in their well-being, both inside and outside of the classroom. That is because, in my opinion, external factors, such as negative situations at home, traumas, emotional and even financial struggles, can affect the learning process of one student and have an impact on the class as a whole.

Teachers' behaviors were also influenced by seeing students through a supportive and mentorship lens. A teacher expressed "how responsive the support services and staff are to the students I send to them. If they are rude and dismissive to the students, then the student is not going to trust me again regarding any advice." Other teachers responded that "time to get to know them individually" and "offering guidance" influenced their behavior.

Addressing student development and success using a futuristic perspective, a teacher shared, "Seeing them with a brighter future." Another teacher influenced by student comprehension shared, "The feeling that I get when the students are taught a new lesson and they get the concept, to see the look on their faces is the most satisfying feeling that you can have, knowing that you have just imparted knowledge to them. If that isn't care, then I don't know what is."

Spirituality and Love for Students

Some teachers' capacity for caring is influenced by their spiritual beliefs and natural love for students. Addressing the spiritual nature of caring, a teacher expressed, "…My faith is also a factor, as we focus on caring for our students' well-being and growth mindset." Another teacher capturing spirituality, parental sacrifice, and student purpose opined, "Knowing God cares and wants me to care, parents' sacrifice and investment towards their child's future."

Simply stating the influential force behind their capacity to care, a teacher said, "the love towards the students." Another teacher expanding on this factor shared, "I love my students. Love alone makes me want to reach each and empower them educationally, emotionally, and physically."

Student Behaviors, Attitudes, and Purpose

Student behaviors, attitudes, and purpose also influenced a teacher's capacity to care. Supporting this factor through summation of the learning experience, a teacher asserted, "Students' attitude toward learning, active participation, motivation, ability to take risks, communication skills, eagerness to learn, linguistic insecurity, fear, concerns, test anxiety, reluctance and reticence are some of the major factors that influence my ability and willingness to care for them."

Other teachers voiced, "Are they receptive? Are they present or distracted?" and "dedication, attention, asking question, asking to turn on the video, asking to answer the question asked." Influenced to care based on students' feelings and existence, teachers further expressed, "When the child looks lost, giving up easily or getting frustrated with learning" and "Knowing each child has a unique purpose."

Physical Proximity to Students

As discussed in the section discussing teachers' perceptions of caring in the physical versus remote learning environment, some teachers viewed "lack of physical presence" as a factor that influences their capacity to care. Encapsulating the essence of this view, a teacher asserted, "Proximity in time and space (not remote and not recorded), undivided attention from both teachers and students, no extra media in between (a truly im-mediate connection)."

Other teachers expressing why proximity is important shared, "The ability to see their facial responses and know they need assistance is invaluable, but online I rarely see their faces" and "Being able to see them up close and personal has affected my ability to see and notice whether my students are doing all right or not." In further support, a teacher expressed, "If they attend every week, we are able to connect on a regular basis and they are able to receive care. In the virtual environment—cameras off limit, my ability to have eye contact or seeing their facial/nonverbal communication to determine if further explanation is needed."

Research Question 5

Reported Teacher Caring Behavior Practices

Teachers' responses to this question were based on how they practiced care in the remote and physical environment. Teachers were asked to share how they practiced care in the remote setting for each of the following 20 categories: See every student, Know every student, Be Open with every student, Be Kind to every student, Respect every student, Include every student, Support every student, Laugh with every student, Learn with every student, Equip every student, Celebrate with every student, Love every student, Be Fair with every student, Advocate for every student, Assess every student, Inspire every student, Believe in every student, Hear every student, Empower every student, and Reason with every

student. Another question asked teachers how they practiced care in the physical

environment.

The responses reflected in this section are the merged data from answers to these

questions. They are organized in the 20 categories with attending behaviors. Teachers offered

more specific strategies about their remote teaching experiences than in their physical

teaching experiences. However, most mentioned that they were practicing the same

behaviors in both the remote and physical settings.

See Every Student

The behaviors emerging in this category were about Accessibility, Acknowledgment,

Visibility, and Responsiveness. These behaviors were practiced in both settings.

Accessibility. To see or recognize students' teachers discussed being available to

students. Teachers reported using virtual office hours for one-to-one meetings: "I encourage

students to introduce themselves in office hours for one-to-one meetings" or "…mandatory

individual meetings with students." Another teacher shared, "keep Zoom open for extra time

just to talk or work with one student at a time…"

Visibility. Seeing or recognizing students also involved teachers being able to collect

physical data about them. Some teachers reported asking students to enable their camera or

log into class with a photograph or their name. A teacher shared that they "ensure that each

child logs on with their photograph and name." Another instructor said they "encourage

students to enable their camera.…"

Acknowledgment. Acknowledging students by greeting them, learning their names,

or being aware of their class attendance is a strategy teachers use to see students. Some

teachers reported that greeting students entailed "acknowledge[ing] each student by name" or

"learning their names." An instructor wrote, "I ask students even on Zoom to tell me how to pronounce their names." Recognizing student absence was also listed as a way to see students: "I notice when students are gone for a long and email them."

Responsiveness. Teachers also viewed responding to students as a way to see them by "answering questions promptly" or "giving positive feedback" or "constant check-ins."

Know Every Student

The behaviors emerging in this category were about blogs, letters of introduction, getting to know surveys, essays, student recordings, check-ins, teacher-student interactions, student-student interactions, and teacher-parent-student interactions.

Blogs. Teachers reported using blogs as a practice to know or learn and acquire information about their students. One instructor wrote, "I have them write an introduction blog." Another teacher expressed, "I have students write a 'get-to-know your professor and classmates' blog post at the beginning of the semester, for extra credit to encourage participation."

Letters of written introductions. Knowing students also involved gathering information about them through introductory letters. An instructor shared, "Before the semester begins, I write a letter to my students introducing myself, my philosophy of education…as a pre-course assignment, I ask them to introduce themselves to me by writing a letter telling me about their educational backgrounds, hobbies, course expectations, and what they need most help with." Yet, another instructor shared, "Students send written introductions, often with photographs, and that helps me feel as if I get to know each student individually…."

Surveys and get-to-know questions. Teachers also utilize surveys or get-to-know questions to learn more about or know students. A teacher expressed, "I also ask students to fill out a "getting to know you survey" as part of the homework in the first week of school, which I then use in my one-on-one meetings to speak to students further about their lives and the course." Other teachers shared that they provide "student surveys and informational surveys" or ask "get-to-know questions at the beginning of the year (birthday, favorite candy, summer activity, etc.)." Yet another teacher shared:

> I keep a file with information that students give me about themselves. So that when they write an email and I do not remember anything, I can take a look and see what they have shared with me (pregnant, at home with two children, goal to become a nurse, etc. Even when I respond to assignments, I look into that file and make references to what they have shared and the assignment (if the connection seems organic).

Reflective essays and essays. Teachers also acquire information about students through essays. This information is used to inform their teaching practices. A teacher wrote, "personalized response questions periodically included in graded assignments (for example, "Reflect on your research paper process/current literature book, etc. What would you do differently? What are you most excited about?" Another instructor shared, "I ask students to write reflective essays at the start of the semester." Yet another teacher responded, "I get to know them through their essays, what they need me to teach about."

Student recordings and check-ins. Student recordings and check-ins are other strategies teachers use to know students and help meet their needs. A teacher shared,

"provide opportunities for recording themselves…." Another teacher shared, "'Check-ins' throughout the semester."

Teacher-student interactions. Knowing students through building a rapport with them requires teacher-student interactions. A teacher voiced, "spending time interacting with students to get to know them more and giving students the opportunity to share any problems or concerns they may have." Other instructors wrote, "meeting them one on one" or "I spend time in class getting students to make connections to their own lives or popular culture. This allows me to get a sense of how they move through the thinking and writing process." Another teacher wrote, "I try to get them to share with me what they feel is important in understanding who they are and where they are right now, with their education as the focus."

One instructor shared that they "speak to students via phone." Other instructors shared about the time they spent learning about every student through student participation, group work, critical thinking questions, inquiry-driven project, office hours, conversations with students before or after class, or "watching them play and interact with their peers." Yet another response was "I try to encourage students to respond to questions, to turn on mic and turn on camera."

Student-student interactions. Teachers also get to know their students through student-student interactions. "I have them do sessions where they talk amongst themselves and I let them know that I won't interrupt and while they talk, I listen and gain some knowledge about them," shared a teacher. Others shared about making space for students to talk about their lives during class or showing a personal item and discussing family plans.

Teacher-parent-student interactions. Some teachers utilize contact with parents or guardians to know and acquire information about their students. A teacher wrote, "Parent

teacher meetings—the parent will tell you everything about their child." Another teacher

shared, "I call families to check on student progress."

Be Open with Every Student

The behaviors emerging in this category were about apologizing, sharing experiences

and news, and teacher as learner.

Apology. Some teachers apologize to students as a way of being open and authentic

with them. This helps teachers to provide an environment of warmth and acceptance. In

supporting the value of openness through apology, a teacher wrote, "I have found that an

apology to students when needed goes a very long way to establish trust and build genuine

relationships. Honesty and integrity have to be lived out in front of students if we want them

to learn it. We have to model it, not just talk about it." This teacher expressed Noddings's

(2005) views that teachers are models who, by their behavior, teach students how to be

caring.

Sharing experiences and news. Teachers and students share experiences as ways to

express authenticity and openness . For example, a teacher wrote, "I also share my

experiences as a student and educator, and talk about my struggles, challenges, and

achievements while valuing their inputs and contributions." Another teacher shared, "I send

long emails to the whole class that have the feel of a 'memoir' discussing aspects of the class

and content of the class, but my feelings/ concerns/insecurities and aspects of the class." Yet

another instructor voiced:

> I usually share that I was a single mother for many of the years that I was in
>
> college, and that my father is a Holocaust survivor. I share with them about that
>
> partially because it's my area of scholarship and I am often teaching in the area of the

Holocaust, but also to indicate my strong interest in the experiences of people who have faced discrimination and persecution…."

A teacher wrote, "I have also been in graduate school for the past six years, so I often use that reference point as a student to reveal myself as a real person managing varying demands on my life." Other teachers wrote, "I express feeling and emotions that they may be feeling, like tired or lazy, et cetera" and "Care is shown through attentive listening as students are given the opportunity to share news with each other…."

Teacher as learner. Being open with students to build an environment of acceptance can also involve teachers viewing and presenting themselves as learners. A teacher shared, "Students are rewarded for correcting me if I am wrong in a lesson—my goal is to be genuine and admit to being a lifelong learner along with them." Another teacher expressed, "I am always telling students that I am learning just as much as they are so if anything seems off or they have a question, they should reach out (especially during this remote classroom period)."

Be Kind to Every Student

The behaviors emerging in this category were about modeling kindness, tones and content of speech, flexibility, listening, and responsiveness.

Modeling kindness. Some teachers model kindness to create a compassionate space for students to learn and grow. A teacher wrote, "Modeling kindness is important to me." Another shared, "Kindness is catching. Extending courtesy to my students shows that I care. The greatest among us is the servant of all. That can only be taught by demonstration and authenticity."

Tones and content of speech. A teacher shared that kindness is expressed in "tone of speech as well as actual content of speech." Another voiced, "I think speaking to them as you speak to any other person you are having a conversation with is important." These acts of kindness expressed by teachers can create a warm, friendly atmosphere.

Flexibility. Demonstrating flexibility as kindness, a teacher wrote, "understanding students' circumstances demonstrated by flexible assignment policies." Another teacher said, "acknowledging the competing demands for their time by keeping due dates loose whenever possible and announced WELL in advance when not." Thus, teachers view flexibility as an act of kindness that can create a compassionate atmosphere to helps students learn and grow.

Listening. Highlighting listening as a kind and inclusive practice, teachers shared, "On remote it's important to listen to every student and give them a chance to speak" or "lend a listening ear to all."

Responsiveness. Kindness is also expressed by teachers through responsiveness to students using thoughtful language and actions. According to some teachers, this includes, "respond to students' posts and emails" or "answer questions/emails with politeness." Another teacher shared, "I think it is important to also keep reminding them we are all in a new space, and it is scary and is OK to say the scary parts out loud." Other teachers shared, "Being mindful of their feelings and their circumstances" and expressing "genuine interest and concern for their emotions…."

Respect Every Student

The behaviors emerging in this category were listening, language and tone, and creating safe spaces.

Listening. Some teachers discussed listening as a form of respect that involves the teacher listening to students, as well as cultivating students' ability to listen to each other. A teacher wrote, "I listen and make sure they listen to themselves and each other." Another said, "I listen to students, acknowledge their growth, set up a classroom culture of inclusion, and acknowledge students who show respect." These actions serve to value the dignity or life stories of teachers and students.

Language and tone. Respect is also shown in a teacher's choice of language and tone through the expression of gratitude towards specific student behaviors. A teacher wrote, "thanking students for speaking; thanking students for turning on video." These actions can serve to create an atmosphere of acceptance.

Creating safe spaces. Creating a safe space for learning can show value for students' dignity as humans, as well as provide an atmosphere conducive for learning. A teacher shared, "Words can kill or bring life. A teacher must be careful to create safe spaces for sharing ideas and opinions. They will grow and attempt hard things when they feel safe enough to fail." Another teacher shared, "To be very careful of taking my overwhelming situations to the students." Yet another teacher shared, "Create an inclusive and safe environment in which different ideas and perspectives are used as tools to enrich students' learning experience." "Not embarrassing students in the classroom. Allowing students to contribute in a safe environment," wrote another. Others shared, "Maintain a welcoming, nurturing, and respectful environment" and "Because they are my fellow human beings and deserve the same kindness and respect I expect from others."

Include Every Student

Including every student involves diversifying instruction, activities, and assignments, and group work, projects, and participation.

Diversifying instruction, activities, and assignments. Including students to create a culture of belonging involves delivery of instruction and mindful attention to the selection of activities and assignments. A teacher shared "providing various modes of instruction in the remote classroom can help in Zoom fatigue." Another instructor wrote, "Give all students a chance to contribute to the class through hands-on activities and work on the whiteboard (real or virtual)" or "vary questioning techniques that can expand student participation." Another teacher wrote:

> When I give students assignment sheets and introduce different components of the course, for homework, they usually are required to submit any questions or concerns they may have. I take time in synchronous class sessions or on our digital platforms to answer their questions/concerns I do work hard to provide instructions through VIDEO and WRITING. I think this helps diversify teaching instruction for various kinds of learners.

Group work, projects, and participation. Fostering instructional practices such as group work, projects, and participation are also used by teachers to include and promote a culture of belonging among students. A teacher shared, "I encourage them through group work on projects to at least connect to each other, and with each other take on tasks that may bring them in contact with places like the museum on campus." Other teachers said, "Provide opportunities for group work, call on students during class, value each student answer" and "acknowledge students are active participants."

Support Every student

Providing support for teachers in the physical and remote environment involves

positive reinforcement, providing students with access to resources, collaboration, listening,

academic assistance (peer-to-peer tutoring), individual meetings with teachers, and feedback.

Positive reinforcement. Some teachers support students through encouragement and

providing academic and emotional assistance. A teacher shared, "Email positive

reinforcement as often as possible." A teacher wrote, "Give the students multiple

opportunities to get their assignment correct while in the classroom." Support also includes

"provide additional emotional and academic assistance."

Students' access to resources. Support is also extended to students by making

students aware of campus resources available to help them in various areas of their personal

and academic lives. A teacher shared, "Announcing services and supports during class time

and providing contact information. Encouraging use of supports." Another teacher wrote,

"Create a google classroom with resources about housing, food, and other basic needs aside

from supporting their academic needs via resources on tutoring services and the writing

center." Student access to resources also includes "providing resources to help with

technology, making sure students know how to get tutoring, get accommodations for

disabilities, access food assistance, housing assistance, immigration and legal assistance, et

cetera."

Feedback. Feedback is an instructional practice is used by teachers to support

students through encouragement and accessibility. Teacher responses included "provide

positive feedback" or "providing tailored feedback on assignments." Teachers also

encouraged students to utilize office hours or, as a teacher shared, "I require students during

this remote classroom time to sign up for an individual appointment to meet with me for about fifteen minutes. This allows me to assist students with wherever they are in the course…" In addition, teachers and students both provide feedback to support students and "expand contact accessibility; answer emails immediately even in off-hours."

Collaboration. Supporting students also includes teachers collaborating with colleagues, students, and parents. A teacher shared that they "collaborate with advisors to develop an action plan to support students and identify the areas in which they need support. Keep an open and constant communication with the students about their academic performance and how to enhance it." In addition, teachers may "refer students to other sources of professional expertise such as wellness centers, tutors, foodbanks, accessibility offices, and advisors" or "partner with students, parents, and/or caregivers to encourage them to use resources available at schools that could be beneficial." A teacher further expanded: "Getting parents on board is also essential for the students to have full undergirding for growth." Another teacher voiced, "I don't have the training to give them emotional engagement strategies, but I do make sure they get the support from those on campus who are. I follow up to make sure those services have responded to their request."

Academic assistance. Peer-to-peer tutoring and working one-to-one with students are also ways to support them. For example, wrote a teacher, "Providing students with academic assistance, as well as an opportunity to connect with others, through our peer-to-peer tutoring program is important to me." Another teacher shared, "Work one-to-one with students who have difficulties understanding concepts after class session on remote."

Laugh with Every Student

In sharing their views about laughter, teachers offered many reasons for its necessity and strategies. Teachers valued laughter in the physical and remote setting "to create a good atmosphere" or to "keep a positive environment" and to maintain student engagement. However, some cautioned it should be used effectively and carefully. A teacher shared, "Laughter adds emotional warmth, relief from tension, and inclusiveness in a classroom. Teachers who don't laugh with the class never enter the level of genuine personhood with their students, laughter creates closeness and dissolves distance. It is important to maintain healthy boundaries and appropriateness with students too."

Another teacher expressed, "Laughing is a good medicine to include in learning process; however, there should be balance." Others shared, "Laughter is the best medicine as long as it is not directed at individual students" and "Laughter is the best medicine as well as the best in engaging students"; also, "Laughing helps to put some students in the atmosphere of relaxation and motivation to complete tasks." A teacher connecting laughter with humanity expressed, "Laughing allows students to see that you are human too."

Specific behaviors teachers used to show laughter included brain breaks and infusing humor in the curriculum.

Brain breaks. A teacher shared that they have a "brain break with a funny video." Another teacher wrote, "Laugh at myself…laugh at students' jokes or funny stories…." Others spoke about using emojis, memes, teacher and student experiences, "puns during lecture," or "students share riddles and jokes." A teacher wrote about humor being organic: "I usually share funny or silly things about myself or something that has happened, so that

we can laugh together, or they can share some anecdotes of their own. I don't pre-plan humor

or memorize 'jokes.' I think humor just happens, and it helps everyone feel comfortable."

Humor in curriculum. Teachers discussed linking laughter into curriculum choices.

For example, teachers wrote about "developing content with humor" or "include something

comedic in class illustrations and lessons, discuss memes." Yet another shared, "I think

laughing is important and showing students that I'm human during synchronous class

sessions or even my videos help them be able to see me as someone who is approachable."

Learn with Every Student

Learning with students can result in teacher and student growth. Teacher learning

occurs through professional development, collaborating with colleagues or mentors, student

feedback, online courses, seminars, webinars, and "reading papers and publications related to

education." Capturing the thoughts of many respondents, a teacher shared, "learning with

students in the remote classroom is not very different from in-person learning." Some

teachers have now "modified" these practices to include: "I have been reading up on different

strategies for remote teaching and have been conferring with my colleagues on practices and

procedures that they have found effective in the classroom" or "continually learning of new

things and ways to work with your students" or "researching to improve skills and finding

appropriate resources." A teacher shared that they "register and participate on available

remote professional development sessions, online classes, and browse websites for webinars

that will help me with new norm resources and strategies." Another teacher wrote, "Stress to

students that the learning process is a partnership between the instructor and all the students."

Equip Every Student

To equip students, teachers engaged in Culturally Responsive Teaching (CRT), related lessons to students' future profession by preparing students for the world of work, provided extra help, built student awareness of support and resources, provided an enjoyable/ comfortable atmosphere, and engaged students in critical thinking questioning. However, the major shift in this behavior was student access and adaptability to technology, use of virtual field trips, and an emphasis on student well-being and self-care.

Technology. A teacher shared, "Ensure that students are equip with suitable devices, and that their devices are fully charged and workable. Ensure that videos, etc. are appropriate for the topics and learning outcomes." Another teacher wrote, "Helping them feel comfortable with the technology—Zoom for discussions, Blackboard for course documents, and email for communication—seems like a big part of it." In addition, a teacher expressed introducing technology by "start slow by using a new tool for a week." Another teacher expressed using "virtual field trips."

Student well-being and self-care. A teacher expressed:

Be mindful of the unprecedented times in which remote learning is taking place and provide resources and tutorials that help students to adjust better and learn more about virtual educational platforms and tools. Discuss time-management and mindfulness strategies with students in order to lower their stress and anxiety.

Another teacher shared, "Get kids off the screen (upload a picture of completed work, drawing, physical project), challenge then to write a play or conduct an interview."

A teacher expressed equipping every student through "mindful instruction." The teacher elaborated that "mindful instruction requires careful planning and implementation,

engaging students by making assignments relevant, academically sound, stimulating, developmentally appropriate and the expectations must be clear so that students understand the end point and how to reach it." Yet another teacher expressed equipping students by being "versatile."

Celebrate with Every Student

Celebrating with students is similar in both the physical and remote settings. Some of the ways teachers were celebrating with students were through praise and positive reinforcement and class celebrations and virtual events.

Praise and positive reinforcement. Teachers celebrate with students by recognizing students and offering authentic praise. A teacher shared, "When teaching online, the parents will hear me praising or congratulating their child for doing well. It is a must." Other teachers shared, "Give them props, invite students to celebrate with me, give positive reinforcement" and "I do let them know all their contributions are appreciated." Other teachers wrote, "I like to praise students on a job well done and encourage students to try their best" and "Include encouraging words on feedback from student work, use language that is constructive." A teacher shared that "praise must be valid and as frequent as possible…and used to build up."

Class celebrations and virtual events. Celebrating with students also includes acknowledging students' effort and participation in various activities. It also includes fostering students support for each other. A teacher shared, "Compliment students, virtual show, and we have Throwback Thursdays (look back at videos drumming practice, dance practice, drama club, virtual party)." Other teachers expressed, "Giving 'shout-outs' to those who have made improvements" and "Celebrate their efforts by showing my enthusiasm and

an appreciation for what they are contributing. I encourage students to be supportive of one another and a good and supportive audience for colleagues."

Love Every Student

The care behaviors teachers reported they were practicing to love students were similar in both the physical and remote settings. Some behaviors included interest in students, openness to listen, academic or professional assistance, meet-ups, and empathy and reflection.

Interest in students, openness to listen, and academic or professional assistance. Teachers showing love for students can provide students with a sense of acceptance or belonging. A teacher shared, "Ask students about their interests and talents." Another teacher wrote, "Reiterate my openness to listen." Interest in and openness to listen to students were behaviors shared by many other teachers as ways of expressing love for students.

Teachers also offered academic and professional assistance to express love for students. A teacher expressed, "Encourage students toward their goals through mentoring and scholarship opportunities." A teacher shared, "I try to remain accessible and supportive and often have a connection after the class ends in that I write letters of recommendation and help them with statements for scholarships, et cetera."

Meet-ups. Teachers can also express love for students by connecting with students outside regular office hours. A teacher wrote, "Meet four to five students per Sundays to go for a short walk to the ice cream parlor (parents accompany students), listen to students, make them feel special by asking questions about how they are doing, be present."

Empathy and reflection. Some teachers express love for students through self-reflection and by putting themselves in the position of their students. Teachers shared, "I

often try to consider how different these students are from me" and "Use empathy to connect with what students need to help them deal with expectations and deadlines." Another teacher wrote that they "respond with thoughtful comments and questions that let them know I am present and who they are."

Through a reflective lens, a teacher shared, "Often before class, and the day starts, I meditate and tell myself how I can move through my online synchronous classes and grading with a loving outlook." Another teacher shared, "Remember and reflect on my student experience to guide the way I am with my students."

Be Fair with Every Student

In summing up the importance of fairness, a teacher shared, "Fairness is a basic requirement for teachers, even though it may not always be easy to achieve in totality. Hints of racism or any type of prejudice will kill relationships and are difficult to overcome once they become an issue." Teachers tended to address being fair with students through awareness or reflective practices, student feedback, grading practices, and equity.

Awareness and reflective practices. To be fair with students some teachers seek to treat all students justly and without bias. Teachers shared, "Being mindful of what we say is important" or "Ask myself if I am being impartial" or "I keep myself in check if I am giving some students more attention than others and try to equalize my attention as much as I can."

Student feedback and accountability. Being fair with students also involves teachers' openness to student feedback, their willingness to adjust instructional practices based on students' views and engaging in dialogue with students to explain specific courses of action taken. A teacher remarked, "Be open to get feedback from all students and to discuss their concerns and problems to generate action plans and solutions that could enrich

their overall learning experience." A teacher shared, "My students know I'm a fair teacher. I keep everything fair across the board, and when I do something that may seem unfair, they will call me out on it. Either I recognize why they said something or I can explain to them the bigger picture and what they missed."

Grading practices and class policies. Teachers also express fairness towards students through impartial grading practices and classroom policies. A teacher shared, "Grade assignments without being aware of the name of students who submitted them" or "I involve my students in the assessment of their work and each other" or "Try to let every student know that I grade work based solely on the work they give." A teacher wrote, "Policies are consistent and fairly implemented." Another teacher said, "Same rules for all…consequences can be flexible, discuss strategies and consequences with students."

Equity. Fairness towards students is also communicated through equitable practices. Equitable practices teachers reported engaging in were "I try to treat everyone the same and make everyone feel valued" and "I refrain from showing favoritism to specific students or groups of students." Other teachers shared that they "respect everyone" and "understand the uneven limits that technology may impose in a remote environment."

Advocate for Every Student

In discussing advocacy, some teachers provided reasons for the importance of advocacy and others shared advocacy practices. Some reasons teachers supported advocacy were:

- Teachers should advocate for students when it is needed. Helping students resolve conflict with one another is an important part of the learning process.

- Advocacy is very important as an educator. You are responsible for nurturing the students in your classroom. They need you to stand in the gap for them. Your students deserve someone who is invested in their future.

- Your students should know that you care about them and you have their backs.

The ways teachers reported advocating for students was by finding ways to direct students in the right direction to get help through academic and counseling assistance, classroom practices, administrative alliances, and teacher-student conversations.

Academic and counseling advocacy. Advocating for students can include displaying interest in their academic and mental well-being. A teacher shared, "Show concerns about their progress, have discussion with students about their missing work and their fears. Let them know that you are concerned about their strengths and weaknesses." In addition, "Communicate student concerns to appropriate administrators and support personnel" or "Discuss with the department or leader of the program the feedback students provide and ways to help students to have a better online experience. For instance, share students' concerns about online platforms and/or assignments that are not user-friendly or confusing." Another teacher wrote, "I refer students to the college's support facilities: Tutoring, Academic Advisement, and Counseling."

Classroom advocacy. Teachers also advocate for students during scheduled class sessions to protect students from harmful behaviors. A teacher shared, "I am an advocate in the classroom and sometimes with helping with a grade appeal or something going on at the college. I have served on committees that review student complaints, et cetera." Another teacher remarked, "I do shut down negative behaviors from students that can hurt their classmates as long as I am aware that it is happening." Yet another teacher said, "I intervene

often. Leaving kids to just talk especially at lunch time, you never know what will come out of their mouth and I've stepped in and protected a student from harmful words many times. It's also a great teaching moment." Another teacher said, "I say so verbally and act accordingly. I hold office hours so that they can approach me if they need to hash out any details. If it is a matter where it is appropriate for me to help, I offer my help and work with the student."

Administrative advocacy. Advocating for students also involves assisting them in how to effectively interface with various offices. It can also involve speaking on behalf of students during faculty meetings or conversations with other individuals who can influence a student's academic experience. A teacher shared, "I think I present as an advocate by helping students navigate the college and how to approach certain offices. I also work hard to bring up their perspective in our department meetings or trainings. I also think I do my job at my particular institution because advocacy of certain students (those from diverse backgrounds) really matters to me." A teacher cautioned, "Advocating for students in faculty meetings or with other adults must be done with respect and gentleness so that all people feel validated and respected."

Teacher-Student conversations as advocacy. Teachers also advocate for students through teacher-student dialogues that convey the importance of student concerns and respect for their privacy. A teacher shared, "Make sure my students know their concerns and problem-solving ideas matter." Another teacher said, "Share their concerns confidentially to bring awareness and to offer solutions."

Assess Every Student

The behaviors that teachers reported practicing to assess students were content reviews, grading, and giving fair assessments.

Content reviews. Teachers reported using various forms of content reviews and feedback to assess students. A teacher shared that they give a "five-minute review before each class and a five-minute recap after to see where the students are." Another teacher shared, "I like giving rapid response and evaluation as well as opportunity to improve the quality of their work." Other teachers expressed that they "provide mastery approach—continuous revision" and "utilize practice problems that students periodically submit to gauge understanding and questioning techniques in live session."

Content reviews also included feedback. A teacher shared, "Provide constant written feedback on graded assignments and essays…this allows students to work on improving as well as self-assessing their academic performance and use statistical data to reinforce topics that are confusing for the overall class." Another teacher shared, "I am currently taking a data analysis course, and finding that using data for instruction is very important as well as checking and monitoring their progress. While using their responses during exit tickets is just as important."

Grading and sufficient time for assessment. Teachers also assessed students through grading and assessment policies. A teacher shared that they "make students' grades available to them in a timely manner so that they can be aware of their strengths and weaknesses." In addition, a teacher shared, "I grade or evaluate assignment and calculate final grades, I don't grade participation or discussion." In addressing the issue of timing, a teacher expressed that they "allow time for computer problems."

Fair assessments. Teachers indicated the importance of, and techniques used in administering fair assessments to assess students. A teacher shared:

Assessments should be fair. They should give a picture of students' abilities, not their potential; students learn differently, and some are not good with written assessments. It is important to have some level of grace in this area while maintain the standards of assessment. Know that their assessment data does not define the students' capabilities and potential for future academic growth.

Another teacher expressed, "Assignments have detailed instructions, due dates are clearly posted. I remind students of impending due dates." In addition, a teacher shared, "My test often has more than one attempt."

Inspire Every Student

Inspiring students in the physical and remote settings is similar. Among the ways teachers reported they were inspiring students were setting high expectations and preparation for the real world, positive reinforcement, and instilling hope and optimism.

High expectations and preparation for the real world. Inspiring students involved orienting students toward their current and future aspirations. A teacher expressed, "I set high expectations for my students, but I also give them a ladder to get there and explain how that ladder works. Most important to me is that the students feel valued in what they do and how they do it." Another teacher wrote, "It is important to me to set the standards and expectations high, and letting students know I am pushing them past mediocre, to where I know they can achieve."

In preparing students for the real world, a teacher shared, "Let them know about the challenges that the real world provides and how they can prepare for it now." Another

teacher shared, "Set high expectations for students is a part of care. This shows students that while the teacher is advocating, the student must also know that the teacher is preparing the student for the real world and the real world comes with demands that require perseverance, commitment, and determination."

Positive reinforcement. Teachers also reported using various forms of positive reinforcement to inspire students. A teacher shared, "I motivate students with praise and incentives." Another teacher wrote that praise should be authentic, "never damn students with faint praise." Other teachers expressed "support for all effort" and sharing "stories of personal experiences as a student and early career struggles. Sharing personal philosophy regarding steps for success." Another teacher shared, "Telling students that you believe in them and then setting realistic goals that they can achieve is a recipe for success. Everyone remembers that special teacher who believed in them and pushed them to learn something hard."

Instilling hope and optimism. Inspiring students also involved instilling hope and optimism to develop students' confidence in their ability to achieve. A teacher shared:

> I try to show my own passion for what I do and share with them the story of my father, who became an attorney after surviving that Holocaust as a child and coming to the United States as an orphan. They really appreciate the idea that you can come from hardship and still succeed. I try to help them understand how many amazing accomplishments they already have. I try to instill a sense of hopefulness and optimism about the future."

Another teacher wrote, "I inspire them by connecting the goals they have for themselves to the goals I have for them. They understand they are not doing this for me, but for

themselves." A teacher shared, "Develop great relationships, be an inspirational role model, and give students options to show what they know."

Believe in Every Student

Some of the behaviors that teachers exhibited to show belief in students were affirmations, sharing personal experiences, encouragement, and constant communication, feedback, and participation.

Affirmation. Teachers expressed belief in students through affirmation in students' ability to achieve regardless of their life circumstances. Teachers shared that they "affirm" and "trust" the students. Another teacher said, "Verbally expressing belief in a student's ability will have a positive impact and expand that student's ability to achieve. Words are powerful and positive reinforcement that is repeated over and over will not come back void." Yet, another teacher expressed, "I do believe that students can achieve regardless of their life circumstances—I don't have any doubt. My job is to provide whatever support that I can to them." The next teacher voiced:

> It is important for me to boost students' belief in their unique abilities as a person, and truly believe they can achieve anything regardless of what they are going through. Having come from a broken family, with a mother in federal prison, and growing up in poverty, it was through others believing in me I was able to achieve where I am—their prayers and spurring on is invaluable.

Share personal experiences. Teachers shared personal experiences—their own or others—or the students' experiences to express caring in various ways. For example, a teacher shared, "I tell students that I was the first in my family to go to college and that I know they're capable of doing whatever they set their mind to." Another teacher shared,

"Stories/videos poems about people who thought they couldn't succeed because of many challenges but they did." Yet another teacher shared, "Sharing anecdotes from my own experience, bring in guest lecturers that speak on their own experiences as well." Another teacher reported, "Use them as examples when making certain positive points in class."

Encouragement. Believing in students was also expressed through encouraging students' efforts, goal setting, personal agency, and self-efficacy. A teacher shared about encouragement through effort: "Encourage effort more than achievement, give second, third, and fourth chances, increase opportunity to learn (don't remove students from fun activities because they are not achieving at a particular level." Another teacher used goal setting to encourage students: "Encourage students to set goals and share with them their ability to achieve their goals." This teacher encouraged through personal agency and self-efficacy: "My function, I believe, is to make sure they know the power of their ability. I acknowledge that there are forces within the society that systemically are not motivated to let them move forward, but I hope they take something from the classroom that will let them work around that."

Constant communication, feedback, and participation. Teachers also reported expressing belief in students' potential through constant communication, feedback, and participation. A teacher shared, "Keep constant communication with your students. Invite them to one-on-one meetings to discuss their academic performance, the source of their struggles, and possible and viable solutions. This will help students to believe in themselves and to grow gradually at the academic and personal level." Another teacher expressed, "Tailored feedback, making accommodations (if established between the two of us) to support their success."

A teacher incorporated intentional planning to express belief in students. The teacher shared that they plan "intentional topics and discussion to confirm by belief in their achievement." Another teacher shared, "I have been a 'growth mindset' advocate for a long time." A next teacher expressed, "Allow everyone to participate, encourage, and affirm all the time."

Hear Every Student

Some of the specific ways teachers reported practicing hearing students is through desire to hear students, building a listening culture, and self-analysis.

Desire to hear students. Hearing students is a desire expressed by some teachers. One teacher shared, "I always want to know how they feel about certain things." Another teacher voiced, "Each student has a voice and I make sure to hear each and every voice, it's very important to me." Linking hearing to resilience, this teacher said, "Take time to listen to students. Their experiences and journey, while different, can teach lessons about resilience."

Build a listening culture. To hear students, a teacher shared, "Build a listening culture in my class." Other responses showed that teachers used various techniques to build a listening culture. The voices of these other teachers supported how this can be accomplished. A teacher shared, "It is important to me that students express their opinions…never be afraid to ask questions." Another teacher wrote, "Listen to students wishes and try to accommodate where possible," intimating that students' wishes, while heard, may not always be met.

As part of a listening culture, a teacher wrote, "Encourage them to speak up." Acknowledging the role of respect in a listening culture, another teacher shared, "Verbally expressing that students' perspectives and thoughts matter and to be respectful of each peer in the classroom."

Positive, meaningful conversations and feedback were also mentioned in a listening culture, as a teacher shared: "Encourage positive and meaningful discussions in which all perspectives of an issue can be analyzed. Listen to feedback provided by students and work with them to improve their learning experience."

Another teacher, looking at technology to assist in hearing students, shared, "Provide opportunities for expression through programs such as VoiceThread." Hearing students through a technological lens, another teacher shared, "The online discussion groups run as a seminar…. I encourage them to use the chat function in Zoom to contribute questions." Focusing on hearing students through collecting student thoughts as an ongoing process, a teacher shared, "Survey them all regularly."

Another teacher linking hearing students to personal agency or autonomy wrote, "Give each student the opportunity to express their opinions, then let them find the solutions."

Four subheadings that emerged under Build a Listening Culture were listening versus lecturing, the student-student relationship, intentional instruction, and self-analysis.

Listening versus lecturing. Emphasizing hearing students through discussion, a teacher wrote, "discussion not lecture." Another teacher shared, "I think it's important to spend more time listening to students than lecturing them on content." Expanding on these views, a teacher expressed, "Pausing, being less lecture-oriented, asking questions, making room for them to respond to one another if opportune, encourage them to communicate through other ways such as writing, media, video, et cetera."

Student-Student relationship. This teacher connected teachers hearing students to students hearing students, thus facilitating the student-student relationship. The teacher

wrote, "I encourage students to share their thoughts and to ask their classmates for clarification if needed."

Intentional instruction. For this teacher, hearing students was an intentional act. The teacher wrote, "Hearing students in the remote classroom requires deliberate and thoughtful instruction. We often learn a great deal from those with whom we disagree. Discussions are best facilitated in a remote classroom when all students can see each other on the screen. Each one muted while the speaker has the floor so all can speak and exchange ideas."

Self-analysis. Self-analysis or reflection was the method this teacher used to hear students. The teacher shared "I have to remind myself that I DON'T know what they are going through and that I do have to respect their journey is different."

Empower Every Student

A teacher expressed that "Empowering students to keep moving and pushing forward. This is an essential part of their success." Some specific behaviors teachers practiced to empower students included giving students a seat at the table, nurturing student agency, classroom atmosphere, and spirituality.

Student seat at the table. Viewing empowerment through the lens of students as stakeholders, not just in the classroom but at the administrative level of schooling, a teacher shared, "Students are empowered when they know they have a seat at the table. I make sure they see the chair and push themselves in."

Nurture student agency. Some teachers expressed empowering students through developing student agency. A teacher who connected empowerment and self-regulation as a learner wrote, "It is important to me that students nurture a positive view of themselves, and wholeheartedly believe in their becoming self-regulated learners."

Another teacher linking empowerment to embracing challenges and opportunity shared, "I try to convey that challenge is good and to accept every opportunity that comes their way because they never know how that opportunity could shape the rest of their lives."

Students as reflective practitioners was a behavior exhibited by a teacher who wrote, "I have students complete a reflection exercise after every exam asking them why they missed the questions they missed, how they prepared, what they'll do differently."

Linking empowerment to student reflections, another teacher voiced, "Create a space to discuss study habits that work for them." Another teacher associating empowerment and exploration of new ideas expressed, "Work with students to develop a challenge, problem, or idea. Encourage students to explore new ideas, fields of study, and strategies of learning, so they can build their abilities to make decisions and face new and challenging situations.

Empowering students through nurturing agency was also viewed through self-affirmation. A teacher shared, "Allow them to express successes." Student participation was also linked to empowerment as agency. A teacher voiced, "Encourage all students to take part in the theatrical performance rehearsal (it's amazing how having a tiny role in the play boost confidence)." Participation and technology were shared by a teacher who wrote, "Engage students in active participation through discussion posts in forums, blog-like educational platforms, and online discussions such as Blackboard discussion tab, and Google docs."

Feedback was also associated with empowerment as a teacher wrote specifically that it should be "continuous and constructive feedback." Empowerment was also linked to resilience and grit: "Students gain insight and can be inspired by wise teachers' words.

Challenging them to resilience and grit in the face of difficulty will serve them well; however, it must be meted out appropriately so as not to discourage."

Classroom atmosphere. Some teachers connected empowerment as developed through classroom norms to create an atmosphere of empowerment. A teacher sharing about their teaching philosophy said, "I don't do this formally, but I think it takes place informally because of the atmosphere of the classroom and my own feelings about teaching—I try to encourage students to become more confident." Another teacher voiced, "I definitely work hard to say motivating words in synchronous class sessions." Highlighting motivation teachers shared, "Affirm each child's attempt so as to motivate them to do better next time" and "By giving them motivating talks to alleviate their fears about the real world."

Spirituality. A teacher associated empowerment with spirituality, conceiving of a power or being outside the student, as the teacher shared, "/Challenge students to rely on God."

Reason with Every Student

Some specific behaviors teachers practiced to reason with students which involved participatory or active learning included theory versus memorization and critical /thinking, Socratic method, questioning systems and functions, and developing a student-centered environment.

Theory versus memorization and critical thinking. Embracing a theory-based model of reasoning with students, a teacher shared, "Try to encourage students to 'drill down' to the underlying theory rather than memorization." Another teacher expressed, "Logical reasoning, evaluation and judgment are high-level thinking skills that should be fostered in every classroom. We need to teach students to think critically and engage with

ideas they haven't considered. They will either confirm or revise their ideas but in either case they have become one richer."

Socratic method. Encouraging students to justify their answers through participatory or active learning, a teacher wrote, "I do ask students to support their responses, but I show them through the Socratic method how they can do that." Another teacher shared, "In science we ask them "why." I need to know how they came up with their answer because that's how I know how to teach them."

Questioning systems and functions. Focusing on the development of students' analytical skills, a teacher expressed, "Allow students the opportunity to question systems and functions. Allow them to challenge the way things are. This will build their analytical skills."

Student-Centered environment. Some teachers viewed reasoning with students through the development of a student-centered model of learning. A teacher voiced, "Promote a student-centered environment that encourages students to learn and facilitates learning through questions letting students develop their own ideas, discoveries, and opinions." Other teachers shared, "Challenge students to develop their critical and analytical skills through questions and answers" and "Talking about the questions and hearing student thoughts on them" and "Students should give reasons for their answers and explanations."

Emphasizing the role of the teacher-student dialogue and the student-student dialogue in facilitating reasoning, a teacher shared, "I ask questions, engage with students' thoughts further, leave space for other students to engage with fellow classmates' ideas." Exploring reasoning with students through the lens of student participation, a teacher wrote, "I am in

the midst of a 'cogenerative dialogue' study evaluating the impact of student participation in the development of the class."

Research Question 6

Most Important Teacher Caring Behaviors

The caring behaviors were organized into 20 categories, with three behaviors for each category. The categories included: See every student, Know every student, Be Open with every student, Be Kind to every student, Respect every student, Include every student, Support every student, Laugh with every student, Learn with every student, Equip every student, Celebrate with every student, Love every student, Be Fair with every student, Advocate for every student, Assess every student, Inspire every student, Believe in every student, Hear every student, Empower every student, and Reason with every student.

Teachers were asked to rank order the three behaviors in each of the 20 categories in order of most important, important, and least important. These data represent the quantitative strand of the research. Teachers ranked the following behaviors as most important for each of the categories:

- **Advocate for** every student**:** Make sure students know you are their advocate. (78%)

- **Believe in** every student**:** Show students that you believe that they can achieve regardless of their life circumstances. (69%)

- **Celebrate** with every student**:** Acknowledge students' effort and let students know they did a good job. (69%)

- **Learn** with every student**:** Show students you value their suggestions for improving your practice. (67%)

- **Include** every student**:** Encourage students to share their voice by asking and answering questions. (67%)

- **Be Kind** to every student**:** Use a calm, polite tone of voice rather than showing frustration and disapproval. (66%)

- **Support** every student**:** Provide additional academic assistance to students before or after class. (62%)

- **Know** every student**:** Spend time interacting with students to understand their preferred ways of learning. (50%)

- **Equip** every student**:** Mindfully deliver instruction to enhance student engagement and learning. (50%)

- **Inspire** every student**:** Make sure students understand that you are pushing and supporting them because you want the best for them. (50%)

- **Respect** every student**:** Value the presence, different views, contributions, and experiences students bring to the class. (49%)

- **Hear** every student**:** I encourage students to express their differences of opinions and to evaluate each other's ideas. (49%)

- **Reason** with every student**:** Critically analyzing and questioning ideas with students showing we are partners in the learning process. (48%)

- **Be Open** with every student**:** Show vulnerability by admitting to students when I am wrong. (44%)

- **Laugh** with every student**:** Use humor through anecdotes during lessons to create a good atmosphere. (44%)

- **Love** every student**:** Empathize and always put myself into the position of my students. (44%)

- **See** every student**:** Greet students with a friendly greeting upon entering or exiting the classroom. (39%)

- **Assess** every student**:** Use student data as an instructive rather than punitive tool. (38%)

- **Be Fair** with every student**:** Be very careful to avoid language or actions that can be interpreted as racist or discriminatory. (36%)

- **Empower** every student**:** Challenge students who are easily discouraged to do harder work, while at the same time building their self-confidence and self-esteem. (35%)

The quantitative data were analyzed and merged with the qualitative data. It was found that these choices were also supported with specific strategies in the open-ended questions for each category that asked teachers to share how each category was expressed in the remote learning environment. They were also reflected in the open-ended question asking teachers how they practiced care in the physical environment. Therefore, the results from the quantitative and qualitative data did not diverge.

The most important caring behaviors can be further grouped into six themes: Value Student Voice, Value Student Empowerment, Value Student Dignity, Value Student Learning, Value Respect for Student, and Value Students' Atmosphere. The caring behaviors under each theme are as follows:

Value Student Voice

- Value the presence, different views, contributions, and experiences students bring to the class. Encourage students to share their voice by asking and answering questions.

- Show students you value their suggestions for improving your practice.

- Critically analyzing and questioning ideas with students showing we are partners in the learning process.

Value Student Empowerment

- Acknowledge students' effort and let students know they did a good job.

- Make sure students understand that you are pushing and supporting them because you want the best for them.

- Show students that you believe that they can achieve, regardless of their life circumstances.

- Challenge students who are easily discouraged to do harder work, while at the same time building their self-confidence and self-esteem.

Value Student Dignity

- Be very careful to avoid language or actions that can be interpreted as racist or discriminatory.

- Empathize and always put myself into the position of my students.

- Make sure students know you are their advocate.

Value Student Learning

- Spend time interacting with students to understand their preferred ways of learning.

- Provide additional academic assistance to students before or after class.

- Mindfully deliver instruction to enhance student engagement and learning.

- Use student data as an instructive rather than punitive tool.

Value Respect for Students

- Show vulnerability by admitting to students when I am wrong.

- Use a calm, polite tone of voice rather than showing frustration and disapproval.

Value Students' Atmosphere

- Greet students with a friendly greeting upon entering or exiting the classroom.

- Use humor through anecdotes during lessons to create a good atmosphere.

These most important behaviors grouped under these themes reflected five of the

seven values teachers shared that guided their caring behaviors in Research Question 3. The

two values not represented here were: Promoting Students' Well-Being and Develop an

Attitude of Accessibility, Responsiveness, and Flexibility. However, under the category of

Support every student, the important behavior teachers selected was: Provide emotional

engagement strategies to help students effectively manage their emotions or behavior. This

statement addressed the theme of students' well-being. Next, under the category Hear every

student, the important behavior teachers selected was: Spend time listening and asking

students what they want. This statement addressed the theme of Accessibility,

Responsiveness, and Flexibility.

Chapter Synthesis

This chapter reported the findings that emerged from the data analysis. Several

themes emerged based on the data generated from each of the questions, and the essence of

these themes is as follows: (a) teacher caring impacts key aspects of teaching; (b) physical

presence is a communication tool teachers use to care for students; (c) seven primary values guide the caring behaviors of teacher caring; (d) teachers express the values of caring using a few pedagogical techniques or practices; (e) teachers' primary concerns regarding teaching are focused on their professional development and success as well as their students' holistic development and success; (f) caring in the physical and remote settings is similar because teachers are guided by the same values, but they are more challenging in the remote environment; and (g) the behaviors that teachers consider important match the values that guide teacher caring.

These themes were further synthesized to capture the following three major findings:

- Teacher caring impacts key aspects of teaching.

- Teacher caring behaviors are guided by seven primary values.

- Teacher caring values are primarily expressed using a few pedagogical practices that exemplify the caring model.

The next and final chapter provides further discussion on the implications of the findings and recommendations for future policy, practice, and future research.

CHAPTER V

CONCLUSIONS AND IMPLICATIONS FOR

RESEARCH, THEORY, POLICY, AND PRACTICE

Caring is more than a disposition. It is a style of communication designed to regulate some of our bodies' central internal processes and to strengthen relational bonds (Eisenberger & Cole, 2012). Teaching is a relational act. Based on this research, caring in teaching or education can be defined as a way of relating to students to meet their cognitive, cultural, moral, social, emotional, political, spiritual, and psychological needs to help them grow and self-actualize.

Caring in teaching is essential, complex, and difficult (Noddings, 2013). This premise has been further validated during the COVID-19 pandemic that began in March 2020, when teachers worldwide were required to teach remotely and subsequently adjust their teaching practices to support hybrid learning. One year later, educational institutions are still grappling with understanding and finding solutions to consciously educate their citizenship within a pedagogy of care.

This research addressed the problem that teachers are expected to care but may not always exhibit or know how to care for students. In response to this issue, the purpose of my research was to explore and examine teacher caring behaviors to develop a guide or professional model to help teachers demonstrate sensitivity and a positive regard for students. Significantly, teachers would be provided with both a theoretical knowledge of care and tools for the practical application of care in both the physical and remote classroom settings.

The methodology used in this exploration was a convergent parallel mixed-methods research design in which quantitative and qualitive data were collected, analyzed, and

merged to provide an in-depth understanding of the nature of teacher caring. The research

questions explored the mindset and experiences that influenced the caring practices of

teachers as well as examined the care behaviors teachers consider important and are inherent

in the practice of teaching. Therefore, the findings and implications for practice and future

research discussed in this chapter, guided by the central aim of assisting in developing

educators' capacity to care, are both necessary and timely.

Summary of Findings

Three main findings emerged from this study and can be instrumental in the

development of a teacher's capacity to care. The findings present a snapshot of the

classroom-level caring process by encapsulating why teachers should care, what principles

and objectives are involved in caring, and how caring is practiced. These findings are:

(a) Teacher caring impacts key aspects of teaching; (b) Teacher caring behaviors are guided

by seven primary values which represent the model of care; and (c) Teacher caring values are

primarily expressed using a few pedagogical practices that exemplify the caring model. Each

of these findings is discussed with the central focus on how they can contribute to helping a

teacher develop a caring mindset.

Teacher Caring Impacts Key Aspects of Teaching

This finding was well supported by the literature on caring and recognizable by

teachers who practiced a pedagogy of care. It presented a comprehensive view of the

significance of caring to the practice of teaching. This comprehensive view substantiates the

argument for preservice or in-service teachers who are seeking to implement a pedagogy of

caring. It is also pertinent for teachers who are resistant to implementing a caring pedagogy

because they fail to see the relevance of caring in teaching or the delivery of their subject

matter or because they hold the philosophy that caring is coddling or "too touchy feely."

It is essential for teachers across all levels of schooling to be aware that teacher caring

positively impacts teaching, teachers, students, and the learning atmosphere. These

components coalesce to form some of the central activities of educational institutions.

Caring, then, is an educational philosophy that informs teaching decisions, drives instruction

from planning to delivery, and can produce quality teaching (Hativa et al., 2001; Tichnor-

Wagner, & Allen, 2016). When accomplished successfully, teachers who practice caring can

be described as effective, expert, and memorable (Agne, 1992; O'Brien, 2010; Owens &

Ennis, 2005; Walker, 2008). In addition, teachers' ability to care can impact teacher retention

rates and their capacity to care (Mayeroff, 1971; Nguyen, 2016; Owens & Ennis, 2005).

Thus, caring teachers help to facilitate and enhance their personal and professional growth,

while they empower and motivate their students to thrive academically, emotionally, and

personally.

In addition, caring is the disposition students most want from their teachers and is

linked to student agency, persistence, engagement, achievement, and self-esteem—thus

fostering the behaviors teachers most want students to exhibit (Christle et al., 2007; Jones,

2002; O'Brien, 2010; Owens & Ennis, 2005; Voelkl, 1995). These benefits occur because

teacher caring is centered on relationship-building and seeks to create an atmosphere of

belonging, emotional and academic trust, respect, safety, and risk taking (Goldstein & Lake,

2000). Therefore, teacher caring has a holistic influence on teaching as a profession; as one

participant argued, "Caring is paramount in teaching. If your heart is not in it, then you are in

the wrong profession."

Teacher Caring Behaviors Are Guided by Seven Primary Values

Which Represent the Model of Care

In a pedagogy of care, the values teachers hold about caring guide their practices. Therefore, a thorough understanding of these values or principles is crucial in developing a caring mindset. These values will help teachers understand the nature of teacher caring and provide an exemplar for intentional and reflective practice as they identify areas of "care strengths" or "care weaknesses" to enhance their growth and development as caring teachers.

The compilation of these principles into a professional model or metaparadigm of teacher caring represents a profile of the model teacher. This further authenticates their professional identity, not merely as practitioners who prepare citizens for the global competitive workforce but as teachers who help develop students who can thrive both academically and morally. This model captures both the science and the art of teaching, which, through further research, will be supplemented by a rubric that allows education administrators to evaluate a teacher's caring practices. On the collegiate level, student evaluations of professors can also include questions wherein they rate the caring practices of teachers.

The seven primary values that guide the caring behaviors of teachers are: (a) Students' Dignity; (b) Supportive Relationships; (c) Student Empowerment; (d) Learning and Academic Achievement; (e) Students' Well-Being; (f) Attitude of Accessibility, Responsiveness, and Flexibility; and (g) Creating a Comfortable Atmosphere. These values represent a portrait of the caring teachers' mindset, and they are a communication tool as valuable as the chalk, marker, keyboard, or stylus in the grasp of a teacher. They form the framework or professional model of teacher caring.

CARE DELIVERY MODEL OF TEACHING

(Core Values of a Caring Teacher)

1. The caring teacher seeks to value ***students' dignity*** by recognizing their humanity through spiritual values, empathic awareness, acceptance of their identity, and advocacy.

2. The caring teacher seeks to nurture ***supportive relationships*** with students through a desire to know students based on mutual respect, trust, honesty, integrity, openness, thoughtfulness, patience, and communication that values students' voices.

3. The caring teacher seeks to ***empower*** students through belief in students' capacity for growth, guidance, accountability, positive reinforcement, active participation, and setting clear achievable goals.

4. The caring teacher seeks to encourage students ***learning and academic achievement*** based on a desire for student success and through academic support, high expectations and standards, diversifying instructional strategies, intentional preparation and delivery of instruction to develop students' critical thinking, problem solving, and cognitive abilities.

5. The caring teacher seeks to promote students' ***well-being*** based on a concern for their holistic development through an awareness and consideration of student needs, inside and outside the classroom and providing emotionally safe spaces for students to learn.

6. The caring teacher seeks to develop an attitude of ***accessibility, responsiveness, and flexibility*** based on a desire to meet students' needs through personal attention, time, and academic policies.

7. The caring teacher seeks to create a ***comfortable learning atmosphere*** based on nurturing a happy, exciting, friendly, safe, equitable space to promote love for learning through building rapport with students, fostering their engagement, belief in justice, and an approachable teacher presence.

However, the caring mindset also considers that the implementation of these values as tangible acts is influenced by several forces. Some of these influences can have a negative or positive impact on the delivery of care. Participants discussed issues surrounding time, class size, workload, student expectations, teacher self-care, well-being including mental health, and physical proximity to students. However, despite some of the challenges that teachers experience, they should always be striving to achieve the ideal. Their efforts can promote teacher and student development and success.

Notably, in recent years, through collective bargaining, strikes, sick-outs, K-12 teachers in Detroit (2016), Chicago (2019), and West Virginia (2018) have successfully advocated for the development of teacher-student success. On the collegiate level, in 2020, CUNY teachers and students rallied in defense of students' rights. These teachers demanded the services and professional and human dignity that were necessary for both themselves and their students. These seven values guided their behavior reflecting the caring mindset in action. Placards read "We love our students" or "FUND-CUNY the People's University," indicating that this was more than a fiscal war. This was a war for the soul of education.

Teacher Caring Values Are Primarily Expressed Using a

Few Pedagogical Practices That Exemplify the Caring Model

In developing a pedagogy of care, it is important that teachers recognize that they can use a few key practices to express caring. Throughout the data analysis process, teachers repeatedly used these practices to express caring. These are common practices in the teaching profession, so while teachers are not reinventing the wheel, they are shifting their perspective of the wheel to incorporate a caring mindset. These key practices include feedback, participation, teacher-student meetings through office hours, check-ins or one-to-one meetings, reading physical cues such as facial expressions and body language, and encouragement.

Feedback

Within a mindset of caring, teachers use feedback to model caring and accomplish several other key objectives of teaching. Feedback is used as an instrument to inform and guide instruction while encouraging the value of learning and promoting both student and teacher achievement. This is perhaps the most common use of feedback. However, as an intentional caring practice, feedback can be written or spoken in an instructive rather than punitive manner to value and preserve students' dignity. Moreover, teachers expressed that they use feedback to empower students by providing words of encouragement for a job well done or effort made.

Feedback was also viewed as a caring practice through the value of accessibility, responsiveness, and flexibility. Teachers shared about being available to discuss student work, responding to student work in a timely fashion, and being flexible by allowing revisions or extending due dates and times on assignments. The teacher's perspective was

that these behaviors through this one activity, in turn, nurtured supportive relationships, promoted student well-being, and created a comfortable learning atmosphere.

These benefits imply that all teachers should be provided with the necessary professional development to help them effectively administer meaningful feedback, not just as a professional responsibility but as an act of caring (Wiggins, 2012). In addition, feedback is a teacher-student dialogue, and teachers should be taught various strategies to deeply engage students in the process of responding to feedback (Weimer, 2014).

Participation

Encouraging student participation also encapsulated several caring values. Participation drives instructional discourse and is generally encouraged within the caring model to encourage learning and academic achievement. But caring teachers also intentionally use this practice as a springboard to create a comfortable learning atmosphere, empower students to find their voice, and nurture supportive relationships through patience and valuing students' voices. In practice, teachers also use participation as an immediate form of accessibility, responsiveness, and flexibility. Skillfully or "care-fully" enacted participation through the art of questioning, group assignments, the Socratic method, or formulating classroom norms, caring teachers are also valuing students' dignity and promoting their well-being.

However, due to the lack of physical presence, teachers reported that participatory activities are more challenging to promote in the remote learning environment. Physical presence generally allows teachers and students to engage more effectively in classroom communal practices such as group planning, group assignments, and group conversations. As

one participant shared, 'In the physical environment, the group consciousness feels more tangible."

Participation involves what Bruner (1991) discussed in his article "Critical Inquiry" as "distributed intelligence." Bruner argued:

> An individual's working intelligence is never "solo." It cannot be understood without taking into account his or her reference books, notes, computer programs and databases, or most important of all, the network of friends, colleagues, or mentors on whom one leans for help and advice. (p. 3)

Bruner's views speak to the depth of this loss that teachers are experiencing in the remote setting because participation and communal activities are directly linked to cognition. One of the theories undergirding this research is Vygotsky's ZPD theory, which states that students have an actual level and a potential level of development. This research asserted that teacher caring is the bridge between students' actual level of development and their potential level of development, which is supported by the teachers' responses and Bruner's statement. The critical question remains for educational institutions: How do we effectively foster participation in the physical and, especially, remote learning environment?

Moreover, engaging students in the teacher-student or student-student dialogue requires developing what a participant termed "a culture of listening." Listening is a key aspect of human interaction. Psychologist Paul Stoller (2019) in his article "Deep Listening in the Culture of Speed—How Listening to Hear Others Creates Space for Human Connection" shared a quote from an essay he read:

> …one might observe the storyteller 'settling in' to relate his story, become more animated in conveying his account, sustaining eye contact, eyes tearing up, touching

or gripping the listener to make a point. Attending to the sensuality of storytelling/

listening deepens the listener's analytical capabilities enabling him or her access to

the non-aural dimensions of stories. (para. 11)

Through the lens of caring teachers, they feel this loss of "analytical capabilities" in the

remote setting. Their inability to access the "non-aural" dimensions of their students' verbal

and nonverbal communication cues prohibits them from reading beneath the surface of a

student's experience. This may hinder students' social and cognitive growth and lead

dangerously to a teacher-student and student-student disconnection. Sherry Turkle (2015), an

expert who writes on the "subjective side of people's relationships with technology," argued

in her book *Reclaiming Conversation: The Power of Talk in a Digital Ag*e:

Face-to-face conversation is the most human—and humanizing—thing we do.

Fully present to one another, we learn to listen. It's where we develop the capacity for

empathy. It's where we experience the joy of being heard, of being understood. And

conversation advances self-reflection, the conversations with ourselves that are the

cornerstone of early development and continue throughout life. (p. 3)

This loss of connectivity and cognitive development is communicated in the voices of

teachers in the remote environment. So, how do we listen to students in the remote classroom

with the loss or diminished capacity for "face-to-face" conversations? How do we develop

eye contact in the remote setting? How do we, as one participant shared, "close the gap

between computer screens and the learning activities that happen in class"? How do we reach

the students who may use the screen as an effective barrier to flee from revealing their

academic or personal insecurities and struggles? These are the implications of this research

and the educational questions of our time that we must seek to answer more consciously and effectively.

Another key aspect of student participation involves productive struggle. A participant wrote, "I do not ask students to support their responses, but I show them through the Socratic method how they can do that." Another participant, who shared that the research questions were, to put it nicely, ridiculous, voiced, "My job is to prepare students for the real world. To paraphrase Socrates's comments in Plato's Gorgias, I am not a pastry chef. My goal is not to please them. With the Socratic method, I can make students on occasion feel uncomfortable."

According to neuroscientists, productive struggle helps to grow brainpower and leads students to become independent thinkers and learners (Hammond, 2015). The Socratic method involves questioning that examines a student's values, principles, and beliefs which entail "productive discomfort" (Denman, 2003). As such, the Socratic method entails productive struggle or effortful learning that requires the caring behaviors of respect and thoughtfulness by both teachers and students. Thus, the effective implementation of the Socratic method requires intentional cultivation of these caring behaviors to create a climate conducive for this type of dialogue.

In an article entitled "Scaffolding Discussion Skills with a Socratic Circle," Dr. Linda Darling-Hammond (2018), during an interview in which she observed a high school class engaging in the Socratic method, shared that we learn more deeply through talking and expressing ourselves. She also observed that the teacher acts and the student acts. In observing the teacher acts, she shared that the teacher was aware of each student, planned reflective activity, and scaffolded the conversation to deepen students' understanding.

Darling-Hammonds' observations highlighted some of the acts of caring that can be exemplified when using the Socratic method to create a culture of listening wherein students may be comfortably uncomfortable.

The teacher's comment on using the Socratic method but not seeing its linkage to caring is another area for critical inquiry. It begs the question: When do teachers move from a mental space of unknowing to knowing or the consciousness or awareness of their practices as acts of caring? In his theory on critical pedagogy, Freire (2000) discussed the importance of critical consciousness, not only of students being aware of their position in the world but also teachers' awareness that education is an act of liberation. In developing the caring mindset, teachers too must engage in "critical caring" with an awareness of their teaching acts that meets the needs of students, so that they can intentionally plan and deliver instruction with a language surrounding their actions and what they are seeking to accomplish.

Teacher-Student Appointments

Teachers also use office hours, check-ins, or one-to-one meetings to provide care for students. This practice is used to attend to students' well-being, encourage learning and academic achievement, and empower students through offering guidance and accountability. It is also used to nurture supportive relationships through communication that values students' presence and voices. In the caring mindset, this practice is also a space for accessibility, responsiveness, and flexibility, which supports the creation of a comfortable learning atmosphere and valuing students' dignity through empathic awareness and advocacy. These practices help to positively build student agency and self-efficacy, supporting Bowlby's attachment theory that autonomy is most easily developed through

secure relationships (Allen & Land, 1999). Therefore, teachers should be trained in how to communicate effectively and conduct meetings with students, especially when a student may share extremely personal information.

Physical Cues

Teachers overwhelmingly perceive that caring is equally important and similar in both the physical and remote classroom settings but caring remotely is more difficult. This is primarily because teachers viewed physical presence as an indispensable method of communication that they utilized to help them do their jobs effectively. Physical presence allows teachers to read body language, visually observe students' emotional expressions, and gauge their level of engagement, all of which help teachers to perform several acts of caring.

This ability helps teachers to connect with and strengthen their relationships with students, and thus nurture supportive relationships and address students' needs such as maintaining their attention or engagement to encourage learning and academic achievement. Reading physical cues also allows immediate accessibility, responsiveness, and flexibility as teachers have immediate feedback on "aha moments," "confused moments," or "distressed moments" that students may be experiencing and to which they can respond. This ability can also help teachers create a comfortable learning atmosphere, value students' dignity, promote students' well-being, and empower students through the use of participation or positive reinforcement.

Turkle (2015) argued that "the most important thing that helps students succeed in an online course is interpersonal interaction and support" (p. 230). Turkle's views were further supported by Andrew Ng, co-founder of Coursera, who shared "Online, you can't learn teamwork, ethics, the ability to regulate anxiety. This is what classrooms teach" (p. 230).

Therefore, loss or diminished capacity to develop a student's non-cognitive skills is also a concern for proponents of remote teaching. Moreover, Turkle shared that students performed better in face-to-face courses compared to online courses. Therefore, it is not that teachers are resistant to technological change, but they are resistant to the loss of abilities they view as humanizing.

Encouragement

In practice, caring teachers tend to weave, unconsciously or consciously, encouraging words or actions throughout all their practices. One participant shared that they planned "intentional topics and discussion to confirm belief in their achievement." Other teachers discussed having class celebrations and sharing personal experiences to show students appreciation and encourage persistence. Encouraging words and actions are used not only to empower and encourage learning and academic achievement, but to value students' dignity; promote their well-being; show teachers accessibility, responsiveness, flexibility; and help create a comfortable learning atmosphere.

Teachers are using the same or modifying these practices, whether in the physical or remote setting. The loss or diminished capacity of physical cues to foster interpersonal connection most effectively maintains communal practices, and the isolation teachers are experiencing in the remote setting poses difficulty for expressing care. However, teachers are utilizing technological tools, like videos, voice threads, mandatory virtual office hours and check-ins; encouraging the use of microphones; or requesting that students log in with photographs and names to amass as much physical data from students as possible to bridge the technological divide imposed by remote learning. Some teachers even allowed students to call them. They also maintained the practice of learning and correctly pronouncing students'

names. Therefore, for the caring teacher, the medium and techniques may change but the

message or values remain unchangeable.

The challenge of expressing caring is especially true for the teacher who teaches

asynchronously. These teachers rely on feedback through the electronic medium, virtual

teacher-student meetings, or telephone conversations with students. Participation is often

recognized through discussion threads. As a participant wrote:

My 'caring nature' was revealed to students through my course policies and

practices. I was able to see that my 'caring' came across in videos (explaining the

syllabus and other class requirements in detail) or through my late submission policy

or my requirement that students meet with me once on Zoom or my constant feedback

on student work in a timely manner.

In the remote setting, caring teachers were using available tools to relate with students

and develop their cognitive and non-cognitive abilities. However, as teachers and students

adapt to these new ways of teaching and learning in an "isolated" environment, attention

must be paid to how they mentally adapt to isolation and possibly become more

disconnected. The plasticity of the human brain allows humans to adapt to changing

environments. But the individual and social costs of isolation and disconnection wherein

students and teachers "adapt" to this technological gap may result in a decrease in caring for

each other, which is integral to relationship building.

The Care Delivery Model of Teaching was also supported by quantitative data from

this study, wherein teachers were asked to determine or rank three behaviors in 20 categories

that they considered important. These practices are an integral aspect of the teacher caring

model as they represent tangible acts of caring. Teachers' most important behavior responses

are presented in Table 1.

Table 1. *Most Important Behavior Responses*

See every student:	Know every student:	Be Open with every student:	Be Kind to every student:
Greet students with a friendly greeting upon entering or exiting the classroom. (39%)	Spend time interacting with students to understand their preferred ways of learning. (50%)	Show vulnerability by admitting to students when I am wrong. (44%)	Use a calm, polite tone of voice rather than showing frustration and disapproval. (66%)
Respect every student:	**Include every student:**	**Support every student:**	**Laugh with every student:**
Value the presence, different views, contributions, and experiences students bring to the class. (49%)	Encourage students to share their voice by asking and answering questions. (67%)	Provide additional academic assistance to students before or after class. (62%)	Use humor through anecdotes during lessons to create a good atmosphere. (44%)
Learn with every student:	**Equip every student:**	**Celebrate with every student:**	**Love every student:**
Show students you value their suggestions for improving your practice. (67%)	Mindfully deliver instruction to enhance student engagement and learning. (50%)	Acknowledge students' effort and let students know they did a good job. (69%)	Empathize and always put myself into the position of my students. (44%)
Be Fair with every student:	**Advocate for every student:**	**Assess every student:**	**Inspire every student**
Be very careful to avoid language or actions that can be interpreted as racist or discriminatory. (36%)	Make sure students know you are their advocate. (78%)	Use student data as an instructive rather than punitive tool. (38%)	Make sure students understand that you are pushing and supporting them because you want the best for them. (50%)
Believe in every student:	**Hear every student:**	**Empower every student:**	**Reason with every student:**
Show students that you believe that they can achieve regardless of their life circumstances. (69%)	I encourage students to express their differences of opinions and to evaluate each other's ideas. (49%)	Challenge students who are easily discouraged to do harder work, while at the same time building their self-confidence and self-esteem. (35%)	Critically analyzing and questioning ideas with students showing we are partners in the learning process. (48%)

These behaviors can be further categorized to reflect the seven values outlined in the care delivery model. The two values not ranked as most important behaviors were Promoting Students' Well-Being and Develop an Attitude of Accessibility, Responsiveness, and Flexibility. However, these values were represented because the statements teachers ranked as important under supporting and hearing every student reflected these values. Therefore, these behaviors were woven within and supported by the qualitative data. These specific categories and behaviors teachers practiced in both the physical and remote setting represent a critical part of the teacher caring model.

These three findings are significant because they demonstrate how integral caring is in the work of teaching. They also support why teachers should care and what caring entails, and they highlight strategies regarding how caring can be practiced. This knowledge is instrumental in helping teachers develop the capacity to care, whether in the physical or remote setting.

Interwoven in this dialogue is the link to these findings, based on the theoretical frameworks that undergird this study. They included Noddings's (2013) theory of caring, Vygotsky's (1978) ZPD theory, Gay's (2010) culturally relevant teaching (CRT) theory, and Bowlby's (1969) attachment theory. Through the lens of schooling, these theories were developed when education was primarily delivered in the physical setting. Therefore, this research looked at the findings through these theoretical lenses and their applicability to remote learning. It is crucial to point out that each of these theories undergird remote teaching but require more practice in the remote than the physical setting. This is because teachers shared that remote learning is "more challenging" and requires "more effort," which translates into "more caring."

Remote teaching prominently emphasized to teachers, educational leaders, and policymakers the importance of Noddings's theory that students need to be cared for. It also highlighted teachers' need to be cared for as they work "around the clock." A participant shared that the ability to care was impacted by "their needs and physical and mental health." Remote teaching brought to light a necessary discussion on the mental health of not only students but also teachers (Lischer et al., 2021). This shows the interdisciplinary connection between mental health and education as disciplines that converge to impact educational outcomes.

Vygotsky's ZPD theory and Gay's CRT theory were also made prominent because a major concern of remote teaching was expanding the education gap between rich and poor students and students of color. Issues of equity and access were markedly identified and continue to dominate educational conversations regarding student outcomes (Dziuban et al., 2018). To review, ZPD theory looks at students' actual development and potential development. Remote teaching widened these levels and required more caring to move students from where they were (pre-pandemic) to where they need to be (post-pandemic). Bowlby's attachment theory supports these theories by stating that these goals can be attained through caring, supportive relationships. Therefore, these theories remain relevant, regardless of educational platform, because they capture critical aspects necessary for human thriving.

Another important implication of this research was outcomes. Schools across all grade levels measure performance by numerical outcomes. These outcomes are used to compare students' performance internationally, but we may not know the personal stories behind these numbers. The caring mindset addresses the needs of students behind the

numbers and views students through the lens of measurable and unmeasurable products such as presence, face-to-face encounters, or non-cognitive skills (Turkle, 2015). Remote teaching has its benefits, and many proponents see it as a way to manage costs, save resources, provide access, and enhance effectiveness (Dziuban et al., 2018). As more schools transition into blended learning and asynchronous teaching, technology entrepreneurs are considering a world with artificial intelligence or "robot colleagues" who assist teachers with learning analytics, peer reviews, essay scoring, and adaptive learning, while teachers focus on the human attributes of creativity, problem solving, personal feedback, mentoring, and caring (Dziuban et al., 2018). Hence, educational technologists are acknowledging that caring, albeit difficult to measure, is essential to educational outcomes, especially through the integration of technology.

Implications of the Study for Practice and Legislation

Developing educators' capacity for caring is multifaceted. A combination of services and policies are critical in facilitating this initiative. Implications include institutional practices and policies addressing teacher salaries and benefits, curriculum and instructional methods, teacher preparation and training programs, recruitment and hiring, mentoring and coaching, teacher evaluations, and professional development.

Implications for Policymakers

The nation's main educational law is Every Student Succeeds Act (ESSA). To be fulfilled, this policy should be accompanied by an Every Teacher Supported Act (ETSA). Teachers need to be cared for and supported to grow and develop as caring practitioners. This can be accomplished through fiscal and contract renewal policies that support teachers' professional growth and development, in addition to promoting a narrative that validates

teachers as respected professionals with ever-increasing demands on their productive

capacity. Teachers are routinely shamed and blamed in the media, and this needs to be

replaced by a supportive rather than punitive mindset to improve teacher satisfaction,

retention, and enrollment in teacher education programs (Harvey, 2014). Policymakers also

need to take full responsibility for many of the intended and unintended consequences of

their top-down decisions—for example, the impact of relentless testing on teachers, teaching,

and students by critically reflecting on who benefits from these actions.

Implications for Educational Administrators

Administrators and policymakers must also develop a caring mindset as top-down

administrative policies impact a teacher's capacity to care. Teachers are advocates for

students, and administrators across all levels of schooling are advocates for teachers. They

have oversight regarding budgetary allocations, class size, curriculum and instructional

methods, recruitment and hiring, mentoring and coaching, teacher evaluations, and

professional development. Therefore, educational leaders must negotiate for and sanction

ethical educational policies that support the work of caring teachers.

Regarding class size as well as curriculum and instructional practices, administrators

in cohort with policymakers must make every budgetary decision necessary to regulate class

size. Educational administrators should also make structural decisions that allocate time to

promote teacher-teacher interactions regarding implementation of curriculum and

instructional practices. Under the category Learn with every student, in order of most to least

important, participants rank ordered learning from their students' feedback, engaging in

regular ongoing conversations with other teachers or mentors to examine their work

critically, and attending professional development workshops, conferences or courses to

inform their practice. Therefore, while professional development in its various forms is essential, teachers value interactions with their colleagues to improve their educational practices. In addition, time allocated for teacher-student appointments in the form of office hours, check-ins, or one-on-one meetings is essential for providing valuable feedback to teachers for improving their practice.

These research also has implications for teacher evaluation, recruitment and hiring, mentoring and coaching, and professional development practices. Teacher evaluations can be modified to include a section that measures teachers' "care strengths" or "care weaknesses" during lesson delivery. This can provide feedback for teachers with specific techniques they can implement to improve their caring practice. Making caring central to the teacher evaluative process can help teachers intentionally think about and apply caring techniques in the preparation and delivery of lessons.

These findings can also be utilized during the recruitment and hiring process. For example, the care model can be used during the hiring process to ascertain teachers disposition towards caring. During the interview stage, various scenarios mirroring student situations can be presented to candidates and evaluated along the lines of how caring was exhibited in answering the question. Candidates can also be asked to observe a video of a classroom and encouraged to consider the effective or ineffective practices teachers are displaying while delivering the lesson.

Educational administrators should offer professional development seminars or workshops that help teachers develop their capacity to care. Professional development on empathy, feedback, participation, and the art of communicating to students will assist in their development as caring practitioners. Special emphasis should be placed on how to develop

these caring practices in the online forum, providing teachers with techniques to bridge the gap due to the loss of physical cues. Teacher mentors or coaches should also be encouraged to evaluate teacher behaviors using the caring model. Building relationships and engagement are difficult tasks for many teachers. The caring model can be used to provide strategies for teachers during mentorship and coaching sessions to help teachers improve their practice. In addition, by understanding the importance of feedback, participation, physical cues, and encouragement, mentors and coaches can work with teachers on developing their skills in these areas.

It is also important for administrators to support digital literacy as they provide the tools teachers and students needs to acquire these competencies. They also need to support course redesign and planning for delivery of instruction in the remote setting.

Implications for Practitioners

To develop a pedagogy of care, a teacher needs to cultivate a growth mindset. This mindset can begin by examining the research on the significance of care and implementing best practices of a caring pedagogy. Therefore, this will require a willingness to adapt current practices to deliver instruction more effectively and become more effective practitioners.

It is also essential for teachers to form a teacher-student collaboration in which teachers communicate to students, from the beginning of a school year or semester, that instructional practices will be delivered within a framework of care and how care will be reflected in classroom practices. This dialogue should be designed to treat students not as receptacles but as co-creators of their learning and to secure students' buy-in, thus shortening the distance between the teacher and the student.

Teacher development in becoming caring practitioners should not be a solitary task. As reflective practitioners, a growth mindset entails seeking guidance and feedback from students, colleagues, professional developers, mentors, coaches, and taking courses to improve one's practice. In this process, openness, vulnerability, risk taking, diligence, and patience are key character traits that can serve to transport practitioners from their actual level of caring development to their potential acquisition of caring skills.

The research indicated the importance of feedback, participation, teacher-student appointments, physical cues, and encouragement. Therefore, care practitioners should intentionally develop these practices until they become an art form.

Implications for Schools of Education

Schools of education are the places where teachers will receive "formal" training in educational practices. In the nursing profession, nursing education includes Jean Watson's Carative Factors that guide the practice of nursing. Similarly, preservice and in-service teachers should be trained in the caring delivery model for education. Professors of education will be tasked with delivering instruction that assists teachers in understanding why they should care, what caring entails, and which strategies can be used to practice caring. They can evaluate students' model lessons and written assignments based on how they reflect acts of caring. Moreover, preservice teachers' site visits for student teaching activities can also be evaluated through a lens of caring through instructional techniques and teachers' disposition. This knowledge is instrumental in helping teachers develop the capacity to care, whether in the physical or remote setting. This will also help future and present educators develop the language of care and educational practices within a caring mindset.

Implications for Students

It is well documented that a caring teacher provides numerous benefits to students' overall development. A caring teacher produces a sense of belonging and helps to positively develop students' self-esteem, self-efficacy beliefs, and agency (Bandura, 2005; Jones, 2002; Macartney, 2012; Pomeroy, 1999; Valentine et al., 2004). However, to be effective, students need to be aware of and receptive to the caring practices of teachers. Therefore, at the beginning of a school year or semester, teachers and students are encouraged to discuss classroom norms that promote caring. Teacher and student acts of caring can be expressed through the model of care, which seeks to value students' dignity; nurture supportive relationships; empower; encourage learning and academic achievement; promote well-being and attitudes of accessibility, responsiveness, flexibility; and create a comfortable learning atmosphere—all of which can be discussed based on how they will be exhibited during the school term and, thus, frame teacher and student behaviors. These norms should be revisited at key points during the school term. This will serve to enhance students' awareness of caring and help them support teachers' development as care practitioners. For example, a participant shared about the struggles teaching remotely with increased class size and with the participant's daughter and her friends doing online school in their home: "I know my students have the same issue—so I give them lots of breaks and they give me lots of breaks too." Caring is a reciprocal act.

Interdisciplinary Implications

Caring for students is the domain of all individuals involved in the delivery of education. The seven core values guiding the caring practices of teachers can also be extended and adjusted where necessary for school crossing guards, campus security, cafeteria

staff, office personnel, paraprofessionals, school nurses and psychologists, guidance counselors and advisors, tutors, and parent coordinators.

The actions of all these practitioners should seek to value students' dignity; nurture supportive relationships; empower; encourage learning and academic achievement; promote students' well-being; and develop an attitude of accessibility, responsiveness, and flexibility. Collectively, these practices will help to create a supportive comfortable learning atmosphere for students. The goal of every educational employee is to help meet the needs of students to help them grow and self-actualize.

Suggestions for Future Researchers

The complexity of caring means that further research will always be needed in the practice of teacher care. A key aspect of caring that the scope of this research did not address is care and culture. Caring has a cultural component. Therefore, the way caring is received, perceived, and implemented may be influenced by a teacher's dominant culture. Research exploring how a teacher's culture influences their caring practices is a factor that can be investigated in future study.

Future research may explore teachers' and students' mental health as they teach and learn in the remote setting. Research should also focus on cultivating the art of listening in the remote setting.

Future research can also explore administrative care or how educational administrators provide care for teachers, students, and staff. This will provide a picture of caring, not only from the classroom level but from the organizational or macro level of educational institutions.

Conclusions

Hannah Arendt in her book *The Human Condition* cautioned us to "think what we are doing" (p. 5). This is applicable in developing an educator's capacity to care because fundamental views on what it means to be human and what the purpose of education is drives implementation, discourse, and formulation of educational policies. However, as stated and confirmed by this research, caring is essential to good teaching and provides tremendous benefits to the holistic development of students, teachers, and educational institutions. Applying Vygotsky's (1979) ZPD theory, I argued that teacher caring is the link between students' actual level of development and their potential level of personal and professional growth. This is also true of teachers developing the capacity to care, students' receptivity to care, and administrative and policy decisions enacted from a caring mindset, which are all critical links between teachers' actual level of caring and their potential level of caring. As Turkle (2015) shared, "The most powerful learning takes place in relationship" (p. 231). So, what are we doing in education? We are relating to students through acts of care to nurture their holistic development and help them grow and self-actualize into morally caring, productive citizens.

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APPENDIX A

THEMES AND BEHAVIORS FOR PRACTICING CARE

SEE every student. Recognizing each student as persons with unique attributes and relating to them based on their individual needs in ways that shorten the distance in the teacher-student relationship to promote trust (McKamey, 2011; McLaughlin, 1991; Owens & Ennis, 2005; Saevi & Eilifsen, 2008; Tosolt, 2009).

KNOW every student. Learning or acquiring in depth knowledge about who students are, their personal background, interests, abilities, concerns, and learning styles in order to recognize, interpret, and attend to their needs to build rapport (O'Brien, 2010; Owens & Ennis, 2005; Thayer-Bacon & Bacon, 1996).

(be) OPEN with every student. Showing authenticity and displaying an approachable communication style that provides an environment of warmth and acceptance (Antrop-Gonzalez & Allen, 2006; McLaughlin, 1991; O'Brien, 2010; Saevi & Eilifsen, 2008; Thayer-Bacon & Bacon, 1996).

(be) KIND to every student. Displaying a warm, friendly, thoughtful disposition in language and actions that creates a safe, compassionate space for students to learn and grow (O'Brien, 2010; Pomeroy, 1999; Thayer-Bacon & Bacon, 1996; Wentzel, 1997).

(be) FAIR with every student. Treating students justly and without bias regardless of age, race, gender, sexual orientation, religion, academic ability or socioeconomic status (Mercado, 1993; Tosolt, 2009).

RESPECT every student. Valuing the dignity and life stories of students to create an atmosphere of acceptance (Tichnor-Wagner & Allen, 2016).

INCLUDE every student. Utilizing a language and practices of inclusion to create a culture of belonging for all students (Beauboeuf-Lafontant, 2002; Macartney, 2012; Noblit, 1993; Velasquez, West, Graham, & Osguthorpe, 2013).

HEAR every student. Listening actively to, welcoming, and valuing students' voice through discussions and decision-making processes, including developing norms or organizing events within the classroom (Antrop-Gonzalez & De Jesus, 2006; Best, 1990; McLaughlin, 1991; Vieno, Perkins, Smith, & Santinello, 2005).

SUPPORT every student. Being there or present for students, prepared to help and be relied upon by building positive, open relationships with students through academic support, mentoring, accessibility, and listening to student concerns and ideas (Antrop-Gonzalez & De Jesus 2006; Owens & Ennis, 2005).

LAUGH with every student. Using humor appropriately to lighten the classroom atmosphere and connect with students (Noblit, 1993).

LEARN with every student. Learning, researching, reflecting on your practice, collaborating with others, learning about your values and beliefs, understanding the cultural influences impacting

education, and developing strategies to help students grow morally and academically (McLaughlin, 1991; Owens & Ennis, 2005; Schoeman, 2015; Thayer-Bacon & Bacon, 1996).

EQUIP every student. Teaching relevant, intellectually challenging content in ways that acknowledge students' culture and capabilities, modeling what students need to accomplish and coaching students in their responsibilities (Ladson-Billings, 1995; May, 2010; Schoeman, 2015).

ASSESS every student. Identifying factors that drive or hinder performance and tailoring instruction to meet individual student needs (Mercado, 1993; Tosolt, 2009; Velasquez, West, Graham, & Osguthorpe, 2013).

INSPIRE every student. Encouraging and orienting students towards their current and future aspirations with the confidence that students can achieve (Beauboeuf-Lafontant, 2002; Tichnor-Wagner & Allen, 2016).

BELIEVE in every student. Communicating to students an unwavering belief in their potential while believing in their ability to transcend whatever circumstances they face until they learn to believe in themselves helping them to meet or surpass their own expectations (Beauboeuf-Lafontant, 2002; Tichnor-Wagner & Allen, 2016).

EMPOWER every student. Leveraging our relationships, using our knowledge and skills, to develop a relationship of trust and honesty to help students take ownership of their lives and imagine possibilities beyond what they know (Beauboeuf-Lafontant, 2002; Velasquez, West, Graham, & Osguthorpe, 2013).

REASON with every student. Stirring students' intellect to allow students to grapple with the complexities of their life experiences for which they will have to make decisions (Antrop-Gonzalez & De Jesus, 2006; Noddings & Brooks, 2017).

CELEBRATE with every student. Tangibly recognizing students and offering authentic praise and rewards to reinforce positive behaviors (Bradshaw, Mitchell, & Leaf, 2010; Tosolt, 2009; Wentzel, 1997).

ADVOCATE for every student. Protecting students from mockery, public shame or outsiders who may seek to disrupt the continuity of patterns in their education (Noblit, 1993; Pomeroy, 2009).

LOVE every student. Showing unconditional acceptance of students as a moral and professional duty through acts of kindness, patience, understanding, humility including finding something admirable in each student and letting students know what you admire about them (Antrop-Gonzalez & De Jesus, 2006; Beauboeuf-Lafontant, 2002; Saevi & Eilifsen, 2008; Schoeman, 2015).

APPENDIX B

LONG ISLAND UNIVERSITY POST

Informed Consent Form for Human Research Subjects

You are being asked to volunteer in a research study called Developing Educators' Capacity for Natural and Ethical Caring: A Mixed Methods Study, conducted by Arlene Callwood, Educational Leadership, Educational Technology, and Interdisciplinary Ed.D.. This project will be supervised by Dr. June-Ann Smith, Associate Professor, Department of Counseling and Development. The purpose of the research is to explore and examine teacher caring behaviors to develop a guide in order to provide a framework or professional model for teacher caring. This framework will serve to help educators understand the nature of teacher caring and provide an exemplar for intentional and reflective practice as teachers identify areas of "care strengths" or "care weaknesses" to enhance their growth and development as caring teachers.

As a participant, you will be asked to complete a survey containing open-ended and closed-ended questions, that will take between 30 to 45 minutes to complete, there are no possible risks or discomfort involved in the questions being asked. While there is no direct benefit for your participation in the study, it is reasonable to expect that the results may provide information of value for the field of education.

Your identity as a participant will remain confidential. Your name will not be included in any forms, questionnaires, etc. This consent form is the only document identifying you as a participant in this study; it will be stored securely in a password protected file on my personal computer available only to the investigator. Although your IP Address will not be stored in the survey results, there is always the possibility of tampering from an outside source when using the Internet for collecting information. While the confidentiality of your responses will be protected once the data is downloaded from the Internet, there is always the possibility of hacking or other security breaches that could threaten the confidentiality of your responses. Data collected will be destroyed at the end of three years. Results will be reported only in the aggregate. If you are interested in seeing these results, you may contact the principal investigator.

If you have questions about the research you may contact the student investigator, Arlene Callwood, Arlene.Callwood@my.liu.edu, the faculty advisor (Dr. June-Ann Smith, (516) 851- 4548 or the department chair, (Dr. Shaireen Rasheed, 516-299-2156). If you have questions concerning your rights as a subject, you may contact the Institutional Review Board Administrator Dr. Lacey Sischo at (516) 299-3591.

Your participation in this research is voluntary. Refusal to participate (or discontinue participation) will involve no penalty or loss of benefits to which you are otherwise entitled. By clicking the "Agree to Participate" button below you can indicate that you have fully read the above text and have had the opportunity to ask questions about the purpose and

procedures of this study. If you choose not to participate, please click the "Decline to Participate" button or simply close your browser.

Thank you for your consideration and your support of my dissertation research.

Arlene J. Callwood
Doctoral Candidate and Study Director Long Island University

IRB Protocol #: 21/01-009 Approval: January 29, 2021 LIU Sponsored Projects

APPENDIX C

Survey Instrument

Developing Educator's Capacity for Natural and Ethical Caring:

A Mixed-Methods Study

Page - Developing Educators' Capacity for Natural and Ethical Caring: A Mixed Methods Study

You are being asked to volunteer in a research study called Developing Educators' Capacity for Natural and Ethical Caring: A Mixed Methods Study, conducted by Arlene Callwood, Educational Leadership, Educational Technology, and Interdisciplinary Ed.D.. This project will be supervised by Dr. June-Ann Smith, Associate Professor, Department of Counseling and Development. The purpose of the research is to explore and examine teacher caring behaviors to develop a guide in order to provide a framework or professional model for teacher caring.

This framework will serve to help educators understand the nature of teacher caring and provide an exemplar for intentional and reflective practice as teachers identify areas of "care strengths" or "care weaknesses" to enhance their growth and development as caring teachers. As a participant, you will be asked to complete a survey containing open-ended and closed-ended questions, that will take between 30 to 45 minutes to complete, there are no possible risks or discomfort involved in the questions being asked. While there is no direct benefit for your participation in the study, it is reasonable to expect that the results may provide information of value for the field of education.

Your identity as a participant will remain confidential. Your name will not be included in any forms, questionnaires, etc. This consent form is the only document identifying you as a participant in this study; it will be stored securely in a password protected file on my personal computer available only to the investigator. Although your IP Address will not be stored in the survey results, there is always the possibility of tampering from an outside source when using the Internet for collecting information. While the confidentiality of your responses will be protected once the data is downloaded from the Internet, there is always the possibility of hacking or other security breaches that could threaten the confidentiality of your responses. Data collected will be destroyed at the end of three years. Results will be reported only in the aggregate. If you are interested in seeing these results, you may contact the principal investigator.

If you have questions about the research you may contact the student investigator, Arlene Callwood, Arlene.Callwood@my.liu.edu, the faculty advisor (Dr. June-Ann Smith, (516) 851- 4548 or the department chair, (Dr. Shaireen Rasheed, 516-299-2156). If you have questions concerning your rights as a subject, you may contact the Institutional Review Board Administrator Dr. Lacey Sischo at (516) 299-3591.

Your participation in this research is voluntary. Refusal to participate (or discontinue participation) will involve no penalty or loss of benefits to which you are otherwise entitled. By clicking the "Agree to Participate" button below you can indicate that you have fully read the above text and have had the opportunity to ask questions about the purpose and procedures of this study. If you choose not to participate, please click the "Decline to Participate" button or simply close your browser.

Thank you for your consideration and your support of my dissertation research.
Arlene J. Callwood Doctoral Candidate and Study Director
Long Island University.

	Required answers: 0	*Allowed answers: 0*

Q1 Do you agree to participate?

Yes, I agree to participate.*[Code = 1]*

No, I decline to participate.*[Code = 2] (Go To End)*

	Required answers: 1	*Allowed answers: 1*
		Next Page: Conditional

Page - Teacher Caring Behaviors Survey

Please answer the demographic questions below before proceeding to the caring dimensions.

	Required answers: 0	*Allowed answers: 0*

Q2 How many years of full-time teaching experience will you have had by the end of this academic year?

[Code = 1] [Textbox]

Required answers: 0   Allowed answers: 1

Q3 What grade level do you teach?

PreK - Kindergarten*[Code = 1]*

Elementary*[Code = 2]*

Middle School*[Code = 3]*

High School*[Code = 4]*

College*[Code = 5]*

Required answers: 1   Allowed answers: 1

Q4 In which subject area do you primarily teach?

English, Literature, History, Social Studies, World Languages, Linguistics*[Code = 1]*

Mathematics, Sciences, Business, Computer & Information Services*[Code = 2]*

Physical Education, Music, Art, Visual and Performing Arts*[Code = 3]*

Special Education, ENL, Academic Intervention Services*[Code = 4]*

Education*[Code = 5]*

Family, Consumer & Human Sciences*[Code = 6]*

Health Professions and Psychology*[Code = 7]*

Philosophy & Religious Studies*[Code = 8]*

Interdisciplinary Studies*[Code = 9]*

Other*[Code = 10]*

Required answers: 1   Allowed answers: 1

Q5 How much experience do you have teaching remotely?

No experience*[Code = 1]*

Less than 1 year*[Code = 2]*

1-2 years*[Code = 3]*

3-4 years*[Code = 4]*

5+ years*[Code = 5]*

Required answers: 1   Allowed answers: 1

Next Page: Sequential

Page – 3

Q6 How do you practice care in the physical classroom environment?

[Code = 1] [Textbox]

Required answers: 0   Allowed answers: 1

Q7 Perceptions of Care: (a) What are your views regarding the role of caring in teaching?

[Code = 1] [Textbox]

Required answers: 0   Allowed answers: 1

Q8 Perceptions of Care (b): What are your perceptions of caring in the physical versus remote learning environment?

[Code = 1] [Textbox]

Required answers: 0   Allowed answers: 1

Q9 **What factors influence your capacity to care for your students?**

[Code = 1] [Textbox]

Required answers: 0   *Allowed answers: 1*

Q10 **What do you consider the most important values, processes or behaviors involved in teacher caring whether teaching in the physical or remote classroom?**

[Code = 1] [Textbox]

Required answers: 0   *Allowed answers: 1*

Next Page: Sequential

Page - 4

Caring Dimension: See every student
Please rank the following statements in order of importance. Select 1 for most important, 2 for important, and 3 for least important.

Q11 Greet students with a friendly greeting upon entering or exiting the classroom.

1*[Code = 1] [Numeric Value = 1]*
2*[Code = 2] [Numeric Value = 2]*
3*[Code = 3] [Numeric Value = 3]*

Required answers: 1   *Allowed answers: 1*

Q12 Talk to students about problems they may be experiencing.

1*[Code = 1] [Numeric Value = 1]*
2*[Code = 2] [Numeric Value = 2]*
3*[Code = 3] [Numeric Value = 3]*

Required answers: 1   *Allowed answers: 1*

Q13 Pay attention to and acknowledge the presence of all students including the quiet ones.

1*[Code = 1] [Numeric Value = 1]*
2*[Code = 2] [Numeric Value = 2]*
3*[Code = 3] [Numeric Value = 3]*

Required answers: 1   *Allowed answers: 1*

Q14 **What care behaviors do you practice or consider important to "See every student" in the remote classroom? These behaviors may be similar or different from the ones listed above.**

[Code = 1] [Textbox]

Required answers: 0   *Allowed answers: 1*

Caring Dimension: Know every student
Please rank the following statements in order of importance. Select 1 for most important, 2 for important, and 3 for least important.

Q15 Spend time and energy trying to learn and gather information about my students.

1*[Code = 1] [Numeric Value = 1]*
2*[Code = 2] [Numeric Value = 2]*
3*[Code = 3] [Numeric Value = 3]*

Required answers: 1   *Allowed answers: 1*

Q16 Engage with students in activities outside the classroom to get to know more about them.

1*[Code = 1] [Numeric Value = 1]*

2*[Code = 2] [Numeric Value = 2]*

3*[Code = 3] [Numeric Value = 3]*

Required answers: 1	*Allowed answers: 1*

Q17 Spend time interacting with students to understand their preferred ways of learning.

1*[Code = 1] [Numeric Value = 1]*

2*[Code = 2] [Numeric Value = 2]*

3*[Code = 3] [Numeric Value = 3]*

Required answers: 1	*Allowed answers: 1*

Q18 What care behaviors do you practice or consider important to "Know every student" in the remote classroom? These behaviors may be similar or different from the ones listed above.

[Code = 1] [Textbox]

Required answers: 0	*Allowed answers: 1*

Next Page: Sequential

Page - 5

Caring Dimension: (be) Open with every student
Please rank the following statements in order of importance. Select 1 for most important, 2 for important, and 3 for least important.

Q19 Show vulnerability by admitting to students when I am wrong.

1*[Code = 1] [Numeric Value = 1]*

2*[Code = 2] [Numeric Value = 2]*

3*[Code = 3] [Numeric Value = 3]*

Required answers: 1	*Allowed answers: 1*

Q20 Reveal aspects of myself to merge my images of authority figure and teacher-as-a-real person.

1*[Code = 1] [Numeric Value = 1]*

2*[Code = 2] [Numeric Value = 2]*

3*[Code = 3] [Numeric Value = 3]*

Required answers: 1	*Allowed answers: 1*

Q21 Have frank and honest conversations with my students.

1*[Code = 1] [Numeric Value = 1]*

2*[Code = 2] [Numeric Value = 2]*

3*[Code = 3] [Numeric Value = 3]*

Required answers: 1	*Allowed answers: 1*

Q22 What care behaviors do you practice or consider important to "(be) Open with every student" in the remote classroom? These behaviors may be similar or different from the ones listed above.

[Code = 1] [Textbox]

Required answers: 0	*Allowed answers: 1*

Caring Dimension: (be) Kind to every student
Please rank the following statements in order of importance. Select 1 for most important, 2 for important, and 3 for least important.

Q23 Use a calm, polite tone of voice rather than showing frustration and disapproval.

1*[Code = 1] [Numeric Value = 1]*
2*[Code = 2] [Numeric Value = 2]*
3*[Code = 3] [Numeric Value = 3]*

Required answers: 1   Allowed answers: 1

Q24 Genuinely smile often during interactions with students.

1*[Code = 1] [Numeric Value = 1]*
2*[Code = 2] [Numeric Value = 2]*
3*[Code = 3] [Numeric Value = 3]*

Required answers: 1   Allowed answers: 1

Q25 Extend simple courtesies like picking up a dropped item or holding a door for my students.

1*[Code = 1] [Numeric Value = 1]*
2*[Code = 2] [Numeric Value = 2]*
3*[Code = 3] [Numeric Value = 3]*

Required answers: 1   Allowed answers: 1

Q26 **What care behaviors do you practice or consider important to "(be) Kind to every student" in the remote classroom? These behaviors may be similar or different from the ones listed above.**

[Code = 1] [Textbox]

Required answers: 0   Allowed answers: 1

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Caring Dimension: Respect every student
Please rank the following statements in order of importance. Select 1 for most important, 2 for important, and 3 for least important.

Q27 Value the presence, different views, contributions, and experiences students bring to the class.

1*[Code = 1] [Numeric Value = 1]*
2*[Code = 2] [Numeric Value = 2]*
3*[Code = 3] [Numeric Value = 3]*

Required answers: 1   Allowed answers: 1

Q28 Be very careful to use language that does not make my students feel irrelevant or that they cannot achieve.

1*[Code = 1] [Numeric Value = 1]*
2*[Code = 2] [Numeric Value = 2]*
3*[Code = 3] [Numeric Value = 3]*

Required answers: 1   Allowed answers: 1

Q29 Correct students' errors without putdowns and find something positive in their responses.

1*[Code = 1] [Numeric Value = 1]*
2*[Code = 2] [Numeric Value = 2]*
3*[Code = 3] [Numeric Value = 3]*

Required answers: 1	*Allowed answers: 1*

Q30 What care behaviors do you practice or consider important to "Respect every student" in the remote classroom? These behaviors may be similar or different from the ones listed above.

[Code = 1] [Textbox]

Required answers: 0	*Allowed answers: 1*

Caring Dimension: Include every student
Please rank the following statements in order of importance. Select 1 for most important, 2 for important, and 3 for least important.

Q31 Encourage students to participate in activities that connect students to the larger school community.

1*[Code = 1] [Numeric Value = 1]*
2*[Code = 2] [Numeric Value = 2]*
3*[Code = 3] [Numeric Value = 3]*

Required answers: 1	*Allowed answers: 1*

Q32 Encourage students to share their voice by asking and answering questions.

1*[Code = 1] [Numeric Value = 1]*
2*[Code = 2] [Numeric Value = 2]*
3*[Code = 3] [Numeric Value = 3]*

Required answers: 1	*Allowed answers: 1*

Q33 Diversify instruction to reach students at all levels of learning ability and interest.

1*[Code = 1] [Numeric Value = 1]*
2*[Code = 2] [Numeric Value = 2]*
3*[Code = 3] [Numeric Value = 3]*

Required answers: 1	*Allowed answers: 1*

Q34 What care behaviors do you practice or consider important to "Include every student" in the remote classroom? These behaviors may be similar or different from the ones listed above.

[Code = 1] [Textbox]

Required answers: 0	*Allowed answers: 1*

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Caring Dimension: Support every student
Please rank the following statements in order of importance. Select 1 for most important, 2 for important, and 3 for least important.

Q35 Provide additional academic assistance to students before or after class.

1*[Code = 1] [Numeric Value = 1]*
2*[Code = 2] [Numeric Value = 2]*
3*[Code = 3] [Numeric Value = 3]*

Required answers: 1	*Allowed answers: 1*

Q36 Provide emotional engagement strategies to help students effectively manage their emotions or behavior.

1*[Code = 1] [Numeric Value = 1]*

2*[Code = 2] [Numeric Value = 2]*

3*[Code = 3] [Numeric Value = 3]*

Required answers: 1   Allowed answers: 1

Q37 Support students' parents or caregivers by recommending support services or giving them advice.

1*[Code = 1] [Numeric Value = 1]*

2*[Code = 2] [Numeric Value = 2]*

3*[Code = 3] [Numeric Value = 3]*

Required answers: 1   Allowed answers: 1

Q38 **What care behaviors do you practice or consider important to "Support every student" in the remote classroom? These behaviors may be similar or different from the ones listed above.**

[Code = 1] [Textbox]

Required answers: 0   Allowed answers: 1

Caring Dimension: Laugh with every student
Please rank the following statements in order of importance. Select 1 for most important, 2 for important, and 3 for least important.

Q39 Being careful in choosing jokes or humor to avoid offending any student.

1*[Code = 1] [Numeric Value = 1]*

2*[Code = 2] [Numeric Value = 2]*

3*[Code = 3] [Numeric Value = 3]*

Required answers: 1   Allowed answers: 1

Q40 Use humor through anecdotes during lessons to create a good atmosphere.

1*[Code = 1] [Numeric Value = 1]*

2*[Code = 2] [Numeric Value = 2]*

3*[Code = 3] [Numeric Value = 3]*

Required answers: 1   Allowed answers: 1

Q41 Laugh with my students in an easy, comfortable manner.

1*[Code = 1] [Numeric Value = 1]*

2*[Code = 2] [Numeric Value = 2]*

3*[Code = 3] [Numeric Value = 3]*

Required answers: 1   Allowed answers: 1

Q42 **What care behaviors do you practice or consider important to "Laugh with every student" in the remote classroom? These behaviors may be similar or different from the ones listed above.**

[Code = 1] [Textbox]

Required answers: 0   Allowed answers: 1

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Caring Dimension: Learn with every student
Please rank the following statements in order of importance. Select 1 for most important, 2 for important, and 3 for least important.

Q43 Show students' you value their suggestions for improving your practice.

1*[Code = 1] [Numeric Value = 1]*

2*[Code = 2] [Numeric Value = 2]*

3*[Code = 3] [Numeric Value = 3]*

Required answers: 1	*Allowed answers: 1*

Q44 Attend professional development workshops, conferences or courses to inform my practice.

1*[Code = 1] [Numeric Value = 1]*

2*[Code = 2] [Numeric Value = 2]*

3*[Code = 3] [Numeric Value = 3]*

Required answers: 1	*Allowed answers: 1*

Q45 Engage in regular ongoing conversations with other teachers or mentors to critically examine my work.

1*[Code = 1] [Numeric Value = 1]*

2*[Code = 2] [Numeric Value = 2]*

3*[Code = 3] [Numeric Value = 3]*

Required answers: 1	*Allowed answers: 1*

Q46 **What care behaviors do you practice or consider important to "Learn with every student" in the remote classroom? These behaviors may be similar or different from the ones listed above.**

[Code = 1] [Textbox]

Required answers: 0	*Allowed answers: 1*

Caring Dimension: Equip every student
Please rank the following statements in order of importance. Select 1 for most important, 2 for important, and 3 for least important.

Q47 Provide relevant learning experiences that connect to students' cultures and capabilities.

1*[Code = 1] [Numeric Value = 1]*

2*[Code = 2] [Numeric Value = 2]*

3*[Code = 3] [Numeric Value = 3]*

Required answers: 1	*Allowed answers: 1*

Q48 Make sure that students view your expectations as fair and relevant to their lives.

1*[Code = 1] [Numeric Value = 1]*

2*[Code = 2] [Numeric Value = 2]*

3*[Code = 3] [Numeric Value = 3]*

Required answers: 1	*Allowed answers: 1*

Q49 Mindfully deliver instruction to enhance student engagement and learning.

1*[Code = 1] [Numeric Value = 1]*

2*[Code = 2] [Numeric Value = 2]*

3*[Code = 3] [Numeric Value = 3]*

Required answers: 1	*Allowed answers: 1*

Q50 **What care behaviors do you practice or consider important to "Equip every student" in the remote classroom? These behaviors may be similar or different from the ones listed above.**

[Code = 1] [Textbox]

| | Required answers: 0 | Allowed answers: 1 |

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Caring Dimension: Celebrate (with) every student
Please rank the following statements in order of importance. Select 1 for most important, 2 for important, and 3 for least important.

Q51 Acknowledge students' effort and let students know they did a good job.

1*[Code = 1] [Numeric Value = 1]*
2*[Code = 2] [Numeric Value = 2]*
3*[Code = 3] [Numeric Value = 3]*

| | Required answers: 1 | Allowed answers: 1 |

Q52 Compliment or praise students at every opportunity.

1*[Code = 1] [Numeric Value = 1]*
2*[Code = 2] [Numeric Value = 2]*
3*[Code = 3] [Numeric Value = 3]*

| | Required answers: 1 | Allowed answers: 1 |

Q53 Reward students in ways that show that you are concerned about them.

1*[Code = 1] [Numeric Value = 1]*
2*[Code = 2] [Numeric Value = 2]*
3*[Code = 3] [Numeric Value = 3]*

| | Required answers: 1 | Allowed answers: 1 |

Q54 What care behaviors do you practice or consider important to "Celebrate (with) every student" in the remote classroom? These behaviors may be similar or different from the ones listed above.

[Code = 1] [Textbox]

| | Required answers: 0 | Allowed answers: 1 |

Caring Dimension: Love every student
Please rank the following statements in order of importance. Select 1 for most important, 2 for important, and 3 for least important.

Q55 Find something admirable about each student and let students know what is admired about them.

1*[Code = 1] [Numeric Value = 1]*
2*[Code = 2] [Numeric Value = 2]*
3*[Code = 3] [Numeric Value = 3]*

| | Required answers: 1 | Allowed answers: 1 |

Q56 Made a conscious decision to commit to love my students.

1*[Code = 1] [Numeric Value = 1]*
2*[Code = 2] [Numeric Value = 2]*
3*[Code = 3] [Numeric Value = 3]*

| | Required answers: 1 | Allowed answers: 1 |

Q57 Empathize and always put myself into the position of my students.

1*[Code = 1] [Numeric Value = 1]*

2[Code = 2] [Numeric Value = 2]

3[Code = 3] [Numeric Value = 3]

Required answers: 1   *Allowed answers: 1*

Q58 What care behaviors do you practice or consider important to "Love every student" in the remote classroom? These behaviors may be similar or different from the ones listed above.

[Code = 1] [Textbox]

Required answers: 0   *Allowed answers: 1*

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Caring Dimension: (be) Fair with every student
Please rank the following statements in order of importance. Select 1 for most important, 2 for important, and 3 for least important.

Q59 Be very careful to avoid language or actions that can be interpreted as racist or discriminatory.

1[Code = 1] [Numeric Value = 1]

2[Code = 2] [Numeric Value = 2]

3[Code = 3] [Numeric Value = 3]

Required answers: 1   *Allowed answers: 1*

Q60 Act in a way that students will know that you evaluate and grade all students impartially.

1[Code = 1] [Numeric Value = 1]

2[Code = 2] [Numeric Value = 2]

3[Code = 3] [Numeric Value = 3]

Required answers: 1   *Allowed answers: 1*

Q61 I refrain from showing favoritism to specific students or groups of students.

1[Code = 1] [Numeric Value = 1]

2[Code = 2] [Numeric Value = 2]

3[Code = 3] [Numeric Value = 3]

Required answers: 1   *Allowed answers: 1*

Q62 What care behaviors do you practice or consider important to "(be) Fair with every student" in the remote classroom? These behaviors may be similar or different from the ones listed above.

[Code = 1] [Textbox]

Required answers: 0   *Allowed answers: 1*

Caring Dimension: Advocate (for) every student
Please rank the following statements in order of importance. Select 1 for most important, 2 for important, and 3 for least important.

Q63 Make sure students know you are their advocate.

1[Code = 1] [Numeric Value = 1]

2[Code = 2] [Numeric Value = 2]

3[Code = 3] [Numeric Value = 3]

Required answers: 1   *Allowed answers: 1*

Q64 I intervene on behalf of students during times of conflict with other students or sometimes with adults.

1*[Code = 1] [Numeric Value = 1]*

2*[Code = 2] [Numeric Value = 2]*

3*[Code = 3] [Numeric Value = 3]*

Required answers: 1   *Allowed answers: 1*

Q65 I speak on behalf of students during staff meetings as a form of positive intervention.

1*[Code = 1] [Numeric Value = 1]*

2*[Code = 2] [Numeric Value = 2]*

3*[Code = 3] [Numeric Value = 3]*

Required answers: 1   *Allowed answers: 1*

Q66 What care behaviors do you practice or consider important to "Advocate for every student" in the remote classroom? These behaviors may be similar or different from the ones listed above.

[Code = 1] [Textbox]

Required answers: 0   *Allowed answers: 1*

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Caring Dimension: Assess every student
Please rank the following statements in order of importance. Select 1 for most important, 2 for important, and 3 for least important.

Q67 Use student data as an instructive rather than punitive tool.

1*[Code = 1] [Numeric Value = 1]*

2*[Code = 2] [Numeric Value = 2]*

3*[Code = 3] [Numeric Value = 3]*

Required answers: 1   *Allowed answers: 1*

Q68 Regularly update students' grades to monitor individual and class progress.

1*[Code = 1] [Numeric Value = 1]*

2*[Code = 2] [Numeric Value = 2]*

3*[Code = 3] [Numeric Value = 3]*

Required answers: 1   *Allowed answers: 1*

Q69 I question students to check for their understanding of directions or ideas.

1*[Code = 1] [Numeric Value = 1]*

2*[Code = 2] [Numeric Value = 2]*

3*[Code = 3] [Numeric Value = 3]*

Required answers: 1   *Allowed answers: 1*

Q70 What care behaviors do you practice or consider important to "Assess every student" in the remote classroom? These behaviors may be similar or different from the ones listed above.

[Code = 1] [Textbox]

Required answers: 0   *Allowed answers: 1*

Caring Dimension: Inspire every student
Please rank the following statements in order of importance. Select 1 for most important, 2 for important, and 3 for least important.

Q71 Make sure students understand that you are pushing and supporting them because you want the best for them.

1*[Code = 1] [Numeric Value = 1]*
2*[Code = 2] [Numeric Value = 2]*
3*[Code = 3] [Numeric Value = 3]*

Required answers: 1   Allowed answers: 1

Q72 Communicate to students the feeling that what they say is interesting.

1*[Code = 1] [Numeric Value = 1]*
2*[Code = 2] [Numeric Value = 2]*
3*[Code = 3] [Numeric Value = 3]*

Required answers: 1   Allowed answers: 1

Q73 I set high expectations for all my students.

1*[Code = 1] [Numeric Value = 1]*
2*[Code = 2] [Numeric Value = 2]*
3*[Code = 3] [Numeric Value = 3]*

Required answers: 1   Allowed answers: 1

Q74 **What care behaviors do you practice or consider important to "Inspire every student" in the remote classroom? These behaviors may be similar or different from the ones listed above.**

[Code = 1] [Textbox]

Required answers: 0   Allowed answers: 1

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Caring Dimension: Believe (in) every student
Please rank the following statements in order of importance. Select 1 for most important, 2 for important, and 3 for least important.

Q75 Show students that you believe that they can achieve regardless of their life circumstances.

1*[Code = 1] [Numeric Value = 1]*
2*[Code = 2] [Numeric Value = 2]*
3*[Code = 3] [Numeric Value = 3]*

Required answers: 1   Allowed answers: 1

Q76 Boost a student's beliefs about their attributes and abilities as a person.

1*[Code = 1] [Numeric Value = 1]*
2*[Code = 2] [Numeric Value = 2]*
3*[Code = 3] [Numeric Value = 3]*

Required answers: 1   Allowed answers: 1

Q77 I regularly share (verbally) or express through specific actions my belief in my students' ability.

1*[Code = 1] [Numeric Value = 1]*
2*[Code = 2] [Numeric Value = 2]*
3*[Code = 3] [Numeric Value = 3]*

| | Required answers: 1 | Allowed answers: 1 |

Q78 What care behaviors do you practice or consider important to "Believe (in) every student" in the remote classroom? These behaviors may be similar or different from the ones listed above.

[Code = 1] [Textbox]

| | Required answers: 0 | Allowed answers: 1 |

Caring Dimension: Hear every student
Please rank the following statements in order of importance. Select 1 for most important, 2 for important, and 3 for least important.

Q79 Spend time listening and asking students what they want.

1*[Code = 1] [Numeric Value = 1]*
2*[Code = 2] [Numeric Value = 2]*
3*[Code = 3] [Numeric Value = 3]*

| | Required answers: 1 | Allowed answers: 1 |

Q80 I encourage students to express their differences of opinions and to evaluate each others' ideas.

1*[Code = 1] [Numeric Value = 1]*
2*[Code = 2] [Numeric Value = 2]*
3*[Code = 3] [Numeric Value = 3]*

| | Required answers: 1 | Allowed answers: 1 |

Q81 I do not speak for students but value their thoughts.

1*[Code = 1] [Numeric Value = 1]*
2*[Code = 2] [Numeric Value = 2]*
3*[Code = 3] [Numeric Value = 3]*

| | Required answers: 1 | Allowed answers: 1 |

Q82 What care behaviors do you practice or consider important to "Hear every student" in the remote classroom? These behaviors may be similar or different from the ones listed above.

[Code = 1] [Textbox]

| | Required answers: 0 | Allowed answers: 1 |

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Caring Dimension: Empower every student
Please rank the following statements in order of importance. Select 1 for most important, 2 for important, and 3 for least important.

Q83 Share life advice or motivating words to allay students fears.

1*[Code = 1] [Numeric Value = 1]*
2*[Code = 2] [Numeric Value = 2]*
3*[Code = 3] [Numeric Value = 3]*

| | Required answers: 1 | Allowed answers: 1 |

Q84 Challenge students who are easily discouraged to do harder work, while at the same time building their self-confidence and self-esteem.

| 1[Code = 1] [Numeric Value = 1] |
| 2[Code = 2] [Numeric Value = 2] |
| 3[Code = 3] [Numeric Value = 3] |

Required answers: 1   *Allowed answers: 1*

Q85 I help students to nurture a positive view of themselves and their situation by developing their ability to engage in self-affirmation and self-regulation.

| 1[Code = 1] [Numeric Value = 1] |
| 2[Code = 2] [Numeric Value = 2] |
| 3[Code = 3] [Numeric Value = 3] |

Required answers: 1   *Allowed answers: 1*

Q86 What behaviors do you practice or consider important to "Empower every student" in the remote classroom? These behaviors may be similar or different from the ones listed above.

[Code = 1] [Textbox]

Required answers: 0   *Allowed answers: 1*

Caring Dimension: Reason (with) every student
Please rank the following statements in order of importance. Select 1 for most important, 2 for important, and 3 for least important.

Q87 Critically analyzing and questioning ideas with students showing we are partners in the learning process.

| 1[Code = 1] [Numeric Value = 1] |
| 2[Code = 2] [Numeric Value = 2] |
| 3[Code = 3] [Numeric Value = 3] |

Required answers: 1   *Allowed answers: 1*

Q88 Suspend my presuppositions about answers I would normally give to concentrate on students' reasoning.

| 1[Code = 1] [Numeric Value = 1] |
| 2[Code = 2] [Numeric Value = 2] |
| 3[Code = 3] [Numeric Value = 3] |

Required answers: 1   *Allowed answers: 1*

Q89 I require students to give reasons for the answers they produce or why they can accept an answer or explanation provided by other students or the teacher.

| 1[Code = 1] [Numeric Value = 1] |
| 2[Code = 2] [Numeric Value = 2] |
| 3[Code = 3] [Numeric Value = 3] |

Required answers: 1   *Allowed answers: 1*

Q90 What care behaviors do you practice or consider important to "Reason (with) every student" in the remote classroom? These behaviors may be similar or different from the ones listed above.

[Code = 1] [Textbox]

Required answers: 0   *Allowed answers: 1*

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APPENDIX D

TEXT FOR PERSONALIZED EMAILS TO NEW YORK STATE PRINCIPALS,

COLLEGE ADMINISTRATORS, CHAIRS OF COLLEGE DEPARTMENTS,

DIRECTORS OF SPECIAL PROGRAMS ON COLLEGE CAMPUSES

Dear (Name of School Principal (Private Schools); School Administrator, College Administrator, Chair of College Department; Director of Special Program on College Campus),

I am a doctoral candidate at Long Island University, and I have been teaching for 20 years on the K–12 and collegiate level as a mathematics teacher, lecturer, and academic coach. My dissertation survey explores and examines teacher caring behaviors to develop a guide in order to provide a framework or professional model for teacher caring. This guide will serve to help educators understand the nature of teacher caring and provide an exemplar for intentional and reflective practice as they identify areas of "care strengths" or "care weaknesses" to enhance their growth and development as caring teachers.

Conducting this research requires participation from teachers in New York State across all grade levels. Therefore, I am writing to ask your help in distributing the link to my online, voluntary, anonymous survey, which is available at (......). I would be very grateful if you would share this link with the teachers in your school or department with 3 or more years of teaching experience. The survey takes about 30 to 45 minutes and does not ask for any information that could identify specific teachers, their school/college, or their district. In addition, there are no known risks or discomfort to the participants other than what one would generally be exposed to when responding to a survey. A copy of the survey is attached for your review.

Thank you very much for your consideration and for assisting me in this endeavor. If you have any questions, please feel free to contact me and I will gladly provide any additional information you may need.

Arlene J. Callwood, Doctoral Candidate Arlene.Callwood@my.liu.edu.
(718) 309-2904

Long Island University, LIU Post Campus

APPENDIX E

IRB EXEMPT STATUS

LONG ISLAND UNIVERSITY UNIVERSITY OFFICE OF SPONSORED RESEARCH BUSH-BROWN HALL, UNIVERSITY CENTER

NOTICE TO ALL RESEARCHERS:

Please be aware that a protocol violation (e.g., failure to submit a modification for any change) of an IRB approved protocol may result in mandatory remedial education, additional audits, re-consenting subjects, researcher probation, suspension of any research protocol at issue, suspension of additional existing research protocols, invalidation of all research conducted under the research protocol at issue, and further appropriate consequences as determined by the IRB and the Institutional Officer.

TO:

June Ann Smith - Principal Investigator
Arlene Callwood - Student Investigator Cassandree Thime - Co-Investigator
Efleda Tolentino - Dissertation committee member Orly Calderon - Dissertation committee member

FROM: Dr. Lacey Sischo, IRB Administrator LIU Institutional Review Board

DATE: January 29, 2021

PROTOCOL TITLE: Developing Educators' Capacity for Natural and Ethical Caring: A Mixed Methods Study

PROTOCOL ID NO: **21/01-009**

REVIEW TYPE: Exempt

ACTION: **IRB Exempt Determination/Approval**

Your application has been reviewed using the University's Institutional Review Board's (IRB) administrative review process and can be considered to be an EXEMPT methodology/approach as defined in 45 CFR 46.104.d.2:

Category 2: Research that only includes interactions involving educational tests (cognitive, diagnostic, aptitude, achievement), survey procedures, interview procedures, or observation of public behavior (including visual or auditory recording) if at least one of the following criteria is met: i. The information obtained is recorded by the investigator in such a manner that identity of the human subjects cannot readily be ascertained, directly or through identifiers linked to the subjects, ii. Any disclosure of the

human subjects' responses outside the research would not reasonably place the subjects at risk of criminal or civil liability or be damaging to the subjects' financial standing, employability, educational advancement, or reputation, or iii. The information obtained is recorded by the investigator in such a manner that the identity of the human subjects can readily be ascertained, directly or through identifiers linked to the subject, and an IRB conducts a limited IRB review to make the determination required by §46.111(a)(7).

Please note: Revisions and amendments to the research activity must be promptly reported to the IRB for review and approval prior to the commencement of the revised protocol. **If the project is amended so that it is no longer considered to be exempt research as per the federal definitions, it will be necessary for the investigators to submit an application for full committee review.**

Verification of Institutional Review Board (IRB) Exempt Determination/Approval

LIU IRB ID: 21/01-009

Project Title: Developing Educators' Capacity for Natural and Ethical Caring: A Mixed Methods Study

Signature: _____

APPENDIX F

SCREENSHOT—EXEMPTION GRANTED

Exemption Granted

02/25/2021

Arlene Callwood,
Queensborough Community College

RE: IRB File #2021-0121
        Developing Educators' Capacity for Natural and Ethical Caring: A Mixed Methods Study

Dear Arlene Callwood,

    Your Exemption Request was reviewed on 02/25/2021, and it was determined that your research protocol meets the criteria for exemption, in accordance with CUNY HRPP Procedures: Human Subject Research Exempt from IRB Review, (2) Research that only includes interactions involving educational tests (cognitive, diagnostic, aptitude, achievement), survey procedures, interview procedures, or observation of public behavior (including visual or auditory recording) if at least one of the following criteria is met: (i) The information obtained is recorded by the investigator in such a manner that the identity of the human subjects cannot readily be ascertained, directly

or through identifiers linked to the subjects; (ii) Any disclosure of the human subjects? responses outside the research would not reasonably place the subjects at risk of criminal or civil liability or be damaging to the subjects? financial standing, employability, educational advancement, or reputation You may now begin your research.

Please note the following information about your approved research protocol:

Documents / Materials:

Type	Description	Version #	Date
Survey(s)	Teacher Caring Behaviors Survey-1.docx	1	02/09/2021
Advertisement	APPENDIXLetterDistrictSuperintendents.docx.pdf	1	02/09/2021
Advertisement	APPENDIXLetterPrincipalsAdminstratorsChairsDirectors.docx.pdf	1	02/09/2021
Advertisement	APPENDIXLettertoPrincipalsK-12PublicSchools.docx.pdf	1	02/09/2021
Informed Consent Document	DissertationInformedConsent--FormStudentProjects.doc.pdf	1	02/10/2021
IRB of Record documentation	IRBExemptApprovaltemplate.docx.pdf	1	02/10/2021
IRB of Record documentation	CITI Certifications	1	02/25/2021

CUNY The City University of New York

University Integrated Institutional Review Board

205 East 42nd Street

New York, NY 10017

http://www.cuny.edu/research/compliance.html

Although this research is exempt, you have responsibilities for the ethical conduct of the research and must comply with the following:

Amendments: You are responsible for reporting any amendments or changes to your research protocol that may affect the determination of exemption and/or the specific category to the HRPP. The amendment(s) or change(s) may result in your research no longer being eligible for the exemption that has been granted.

Final Report: You are responsible for submitting a final report to the HRPP at the end of the study.

Please remember to:

- Use **the HRPP file number** 2021-0121 on all documents or correspondence with the HRPP concerning your research protocol.

- Review and comply with CUNY Human Research Protection Program policies and procedures.

If you have any questions, please contact:
Anissa Moody
amoody@qcc.cuny.edu

APPENDIX G

SCREENSHOT—QUEENS COLLEGE RECRUITMENT

REQUEST FOR DISSERTATION RESEARCH

Queens College Recruitment Request for Dissertation Research   ✕ 🖶 ⬈

Inbox ✕

Cheryl B Littman <Cheryl.Littman@qc.cuny.edu>   Mon, Feb 1, 8:59 AM   ☆   ↰   ⋮
to Arlene.Callwood@my.liu.edu, Lizandra ▾

Dear Ms. Callwood,
We received some documents related to your request to recruit participants from the Queens College community for your
dissertation research.

I believe you submitted a request using the form for Researchers *within the CUNY community*. There is a separate form for
researchers outside of CUNY to make a request to recruit: https://www.google.com/url?q=https%3A%2F%2Fforms.office.
com%2FPages%2FResponsePage.aspx%3Fid%3Ds_BgbwZfCU6XFZiduozH2IvkIC_jToNEIrPL0_K_
aedUQjBIMDMxVDY0STRHQVU2NUhNTUpJWUFZViQlQCN0PWcu&sa=D&sntz=1&usg=AFQjCNHgvQncWbjP-
jYFQMviNzsIF0G1rA

It seems that you are able to access this form because you are either a student or instructor within CUNY. But because your
research request is affiliated with a non-CUNY institution, probably you should have used the "external" form. No need to
resubmit.

We have received the required documents from the internal form, so we'll pull the information. We will post your study on our
recruitment page, but please note that it is a page available to all in our community. You may want to add a screening question or
two to be sure those who respond represent the target population for your study. Note also that if you are targeting College
instructors, the subject areas listed in question 3 of your survey will be too limiting for many faculty members. If you are intending
to target instructors or students in teacher prep programs, may I suggest you write to our Dean of the School of Education and
request that the Dean's Office share your recruitment request with faculty and students in that school?

-Cheryl Littman