Figure 6.2 Warm Demander Chart

Active Demandingness

THE WARM DEMANDER

- Explicit focus on building rapport and trust. Expresses warmth through non-verbal ways like smiling, touch, warm or firm tone of voice, and good natured teasing.
- Shows personal regard for students by inquiring about important people and events in their lives.
- Earns the right to demand engagement and effort.
- Very competent with the technical side of instruction.
- Holds high standards and offers emotional support and instructional scaffolding to dependent learners for reaching the standards.
- Encourages productive struggle.
- Viewed by students as caring because of personal regard and "tough love" stance.

THE TECHNOCRAT

- Has no explicit focus on building rapport. Doesn't focus on developing relationships with students, but does show enthusiasm for the subject matter.
- Holds high standards and expects students to meet them.
- Very competent with the technical side of instruction.
- Able to support independent learners better than dependent learners.
- Viewed by students as likeable even if distant because of teacher competence and enthusiasm for subject.

Personal Warmth ← → **Professional Distance**

THE SENTIMENTALIST

- Explicit focus on building rapport and trust. Expresses warmth through verbal and nonverbal communication.
- Shows personal regard for students.
- Makes excuses for students' lack of academic performance.
- Consciously holds lower expectations out of pity because of poverty or oppression. Tries to protect students from failure.
- Either over scaffolds instruction or dumbs down the curriculum.
- Doesn't provide opportunities for students to engage in productive struggle.
- Allows students to engage in behavior that is not in their best interest.
- Liked by students but viewed as a push-over.

THE ELITIST

- No explicit or implicit focus on building rapport or trust.
- Keeps professional distance from students unlike himself.
- Unconsciously holds low expectations for dependent learners.
- Organizes instruction around independent learners and provides little scaffolding.
- Mistakes cultural differences of culturally and linguistically diverse students as intellectual deficits.
- Makes certain students feel pushed out of the intellectual life of the classroom.
- Allows dependent students to disengage from learning and engage in off-task behavior as long as not disruptive.
- Viewed by students as cold and uncaring.

Passive Leniency