

Four Levels of Teacher Interaction with Students
 Adapted from *Inviting School Success*, by William Watson Purkey,

Level One Intentionally Disinviting	Level Two Unintentionally Disinviting
<p>Professionals at this level . . .</p> <ul style="list-style-type: none"> • Are fully aware of the disabling, demeaning, devaluing potential of their behavior. • Send messages usually communicated in fits of anger or frustration • Attempt to justify behavior by saying this is “good for the student”; “will shape him up.” • Need help or be removed from daily contact with children. • Influenced by prejudices (i.e. racist, sexist, heterosexist). 	<p>Professionals at this level . . .</p> <ul style="list-style-type: none"> • Are typically well meaning. • Behave in a manner that is perceived by others as condescending or thoughtless. • Spend a lot of time wondering, “What did I do wrong?” “Why aren’t my students learning?” • Are characterized by rooms with boredom, busywork and insensitivity to feelings. <p><i>When things stop working, there is the tendency to revert to level one.</i></p>
Level Three Unintentionally Inviting	Level Four Intentionally Inviting
<p>Professional at this level . . .</p> <ul style="list-style-type: none"> • Have stumbled into ways of functioning that are usually effective, but they can’t explain why. • Usually lack a consistent stance from which to operate. • Typically behave in ways that result in students feeling invited, although they don’t understand dynamics. • Panic if it stops working because they don’t know how to start it again. <p><i>When things stop working, there is the tendency to revert to level one.</i></p>	<p>Professionals at this level . . .</p> <ul style="list-style-type: none"> • Understand reasons for and results of behavior. • Have a true desire to function in a dependable, consistent inviting manner. • Perceive, choose and act with consistency and sensitivity --- “artfully inviting”. • Appear to perform effortlessly, but actually put forth a serious, sustained, and planned effort.