

Where We Teach

THE CUBE SURVEY OF URBAN SCHOOL CLIMATE

A PROJECT OF THE URBAN STUDENT ACHIEVEMENT TASK FORCE

BRIAN K. PERKINS



COUNCIL OF URBAN BOARDS OF EDUCATION • NATIONAL SCHOOL BOARDS ASSOCIATION





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The CUBE Survey of Urban School Climate

Brian K. Perkins, Ed.D.

Principal Investigator

**A Project of the Urban Student Achievement Task Force
Council of Urban Boards of Education
National School Boards Association**

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ISBN-10: 0-88364-295-6
ISBN-13: 978-0-88364-295-5

Design and Production by Stephanie Wikberg Design

Suggested citation: Perkins, Brian. (2007).
Where We Teach: The CUBE Survey of Urban School Climate.
Alexandria, VA: National School Boards Association.



Contents

6	Foreword
8	Acknowledgements
10	Executive Summary
16	Recommendations
22	Survey Demographics – Teachers and Administrators

Findings

24	Chapter 1: Bullying
25	I have been able to deter bullying behavior among students.
26	Teachers at this school are able to stop someone from being a bully.
28	I address bullying behavior in my classroom or at the school at least once per month. (Teachers)
30	There are some children that are bullied at least once a month. (Administrators)
32	Chapter 2: Expectations of Success
32	Most students at this school would not be successful at a community college or university.
35	Students at this school are capable of high achievement on standardized exams.
38	Students at this school are not motivated to learn.
40	We are preparing students to become productive citizens.
41	Students in this school will have difficulty with core academic subjects regardless of strength of instruction.
44	Chapter 3: Influence of Race
45	There are students who will be successful in this school because of their race.
47	Racial barriers to educational and economic opportunity no longer exist in the United States.
50	Chapter 4: Professional Climate
51	Administrators at this school trust my professional judgment. / Teachers at this school exercise good professional judgment.
53	I look forward to coming to work most days.

56	Chapter 5: Professional Development
56	I am currently pursuing in-service opportunities to improve myself as a teacher. / I am currently pursuing in-service opportunities to improve myself as an administrator.
59	There are sufficient opportunities to learn new instructional methods. / I actively seek opportunities to help teachers learn new instructional methods.
60	I would benefit from more professional development provided by the district. / Teachers at this school would benefit from more professional development.
62	Chapter 6: Parental Involvement
63	Parents are supportive of the school and its activities.
65	I have met most of my students' parents or adult caretaker.
68	Chapter 7: Safety
69	This school is a safe place in which to work.
71	Students at this school fight a lot.
73	Some children carry guns or knives in this school.
76	Chapter 8: Trust, Respect, and Ethos of Caring
77	Students at this school trust the teachers.
79	I respect the students.
80	Teachers at this school care whether or not the students are successful.
82	Teachers are not fair to some students at this school.
84	Teachers at this school work to foster a supportive climate for the students.
86	References
88	Annotated Bibliography
103	About NSBA
103	About CUBE
104	About the CUBE Urban Student Achievement Task Force

Foreword



School is one of the most important institutions in children's lives. It is where they spend approximately three-fourths of the conscious part of their weekdays, and where they formulate habits for success later in life.

The school climate – the impressions, beliefs, and expectations about a school as a learning environment – plays a critical role in the academic development of the student learner, and administrators and teachers clearly strongly influence that impression. This is especially true in urban schools, which enroll almost 25 percent of the nation's public school children.

Where We Teach is the second school climate survey conducted by the National School Boards Association's Council of Urban Boards of Education. It comes on the heels of last year's *Where We Learn*, a survey of 32,000 students in 15 CUBE districts in 13 states that showed how students felt about their school environment.

With questions that mirror those of the student survey, *Where We Teach* is designed to solicit similar perspectives from the adults responsible for the learning environment about school climate.

The report shares teacher and administrator perceptions about eight major themes – safety, professional development, expectations, bullying, professional climate, parental involvement, influence of race, and trust, respect, and ethos of caring.

Brian Perkins, CUBE's Steering Committee chair and school board president in New Haven, Connecticut, has spearheaded both studies with the assistance of CUBE's Urban Student Achievement Task Force. Dr. Perkins, who is chair of the Department of Educational Leadership and Policy Studies at Southern Connecticut State University, served as the principal investigator for both publications.

Understanding that the public school experience is something we all share, CUBE reached out to several major administrator and teacher organizations to collaborate on the recommendations included in this report. We received invaluable input from the American Federation of Teachers, the National Association of Elementary School Principals, the National Association of Secondary School Principals, and the National Education Association.

The recommendations developed with these organizations correlate to the eight themes addressed in *Where We Teach*, and provide a collective perspective on the importance of creating a safe and supportive learning environment reflecting high expectations for the success of all students.

It is our hope that the results and shared recommendations of this study will spur support for public schools to consider school climate data as a key indicator of student and school success. We encourage school boards and superintendents to actively collaborate with teachers and administrators toward this goal.

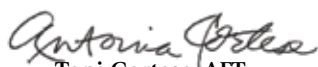
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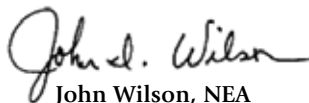
Anne Bryant, NSBA/CUBE



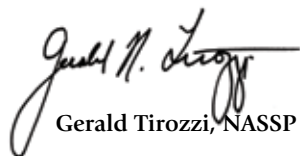
Vincent Ferrandino, NAESP



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John Wilson, NEA



Gerald Tirozzi, NASSP



Acknowledgements



It is with a great deal of respect and appreciation that I extend thanks to the leadership of the CUBE Urban Student Achievement Task Force. Dr. Warren Hayman and Carol Coen have remained among the greatest supporters of this work and dedicated many hours to the review prior to publication.

Katrina Kelley and Jessica Bonaiuto – you have earned your wings. Thanks for your incredible patience and dedication. This is all possible because you have steered the process internally at NSBA.

Next, I wish to thank the NSBA Art Director, Carrie Carroll and designer, Stephanie Wikberg under the leadership of Glenn Cook, Editor-in-Chief of *American School Board Journal*. With a busy schedule and countless other projects, you saw this to completion. Glenn, you are owed a special thanks for your encouragement when this was just an idea almost four years ago.

I must also thank Dr. Anne Bryant, NSBA Executive Director, for her support and words of encouragement. Thanks for having the vision to help bring this and so many other issues faced in our nation's districts to the fore.

For their thoughtful and thorough review of the information included in this publication, I thank Erica Davis and Dr. Gabriella Oldham.

Last but not least, a word of thanks to the supporting cast: Graduate Assistants Rose Marie McKenzie and Jennifer Osowiecki, who discussed the findings with me after I had completed the analyses and assisted with the summaries. Thanks for the long, late hours you have put into this project.

A special thank you is due to my doctoral student, Jennifer Pompa, whose literature review served as the basis for the introduction to each section. It would not have been possible without you. University Assistants Chantel Esdaile and Rosedelma Seraphin assisted with the data entry and coordinated the administration of the surveys in the districts. Thanks to the administration at Southern Connecticut University and Connecticut State University for your in-kind and direct support of this project.

And, thank you to the districts that participated in this study. Your honest reflection has provided policy makers, parents, and partners with much to discuss. Together, we can use this information to start the conversation, and together, we can work to create healthy climates in our schools.

Brian K. Perkins

President, Board of Education
New Haven, Connecticut, 2007
Chair, CUBE Steering Committee
2006-2007



WHERE WE TEACH

EXECUTIVE

Summary



Last year, more than 30,000 students participated in *Where We Learn*, the largest study on urban school climate in the history of public education. We gained tremendous insight into the daily perceptions about school climate of these schoolchildren in grades 4-12. While this information was useful and important, it was a single perspective – that of the children.

This year, in another historic study, *Where We Teach*, we surveyed teachers and administrators to get their perspective on the urban learning experience. Many schools that participated in the 2006 study were included this year, along with additional districts that are members of the Council of Urban Boards of Education.

Just as the students revealed, teachers and administrators also care a great deal about the issues: Bullying, Expectations of Success, Influence of Race, Professional Climate, Professional Development, Parental Involvement, Safety, and Trust, Respect, and Ethos of Caring.

The results presented here should be interpreted with caution. Perceptions do not form in a vacuum. The contexts from which teachers and

administrators derive their perceptions are an important consideration, however, and warrant further study.

The perceptions held by all stakeholders can influence school and post-school outcomes. It is generally accepted that the opinions and perceptions held by the teachers and administrators have the greatest impact on school climate and academic press. We hope the information provided here will continue the conversations started last year with the student survey and move districts closer to optimal conditions for students to learn and adults to work.

METHODOLOGY

The 13 districts that participated in this study represent 10 states – Alabama, Arizona, California, Connecticut, Illinois, Maryland, Nebraska, New York, Ohio, and Texas. Approximately 4,700 surveys were received from teachers in 127 schools. These include 45 elementary schools, 33 middle schools, 20 high schools, 12 K-8 schools, five pre-K-8 schools, two pre-schools, a family center, one 1-8 school, one 2-8 school, one K-7 school, one pre-K-12 school, and one school with pre-K and grades 6-8.

Demographic information was solicited from teachers. Self-identified by the survey participants, 76.6 percent of respondents were female and 23.3 percent were male.

Among the respondents:

- 52.8 percent of teachers surveyed had taught for 10 years or less, with 30.8 percent of these having 0 to 5 years experience.
- 23.7 percent of teachers had between 11 and 20 years teaching.
- 17 percent had between 21 and 30 years teaching.
- 6.5 percent of respondents taught for 31 years or more.
- 12.1 percent of all respondents self-identified as Black, 73.4 percent as White/Non-Hispanic, 11.5 percent as Hispanic, 0.5 percent as Native American, 1.8 percent as Asian, and 0.3 percent as other ethnicities.

In the same districts, 267 building principals and assistant principals were surveyed in 51 schools. Of those, 63 percent of respondents were female administrators and 37 percent were male. Other demographic data include:

- 15.9 percent of administrators surveyed had 10 years or less experience.
- 36.5 percent of administrators had between 11 and 20 years experience.
- 25.4 percent had between 21 and 30

years experience.

- 22.2 percent of respondents had 31 years or more of administrative experience.

In addition, 26.4 percent of administrators surveyed self-identified as Black, 58.6 percent as White/Non-Hispanic, 14.6 percent as Hispanic, and 0.4 percent as Asian. The majority of administrators surveyed (91.2 percent) have attained their master's degree while 0.8 percent have a high school diploma, 1.6 percent have a bachelor's degree, and 6.4 percent have a doctorate.

MAJOR FINDINGS

The findings of this study are grouped under eight categories:

- Bullying
- Expectations of Success
- Influence of Race
- Professional Climate
- Professional Development
- Parental Involvement
- Safety
- Trust, Respect, and Ethos of Caring

BULLYING

The presence of bullying in schools is an issue that has come to the forefront in recent years. While there have been instances within the United States where bullied children have retaliated with extreme violence, most teachers and administrators in this survey believe they could deter bullying in their school. Almost three-quarters

(72 percent) of the teachers surveyed agree or strongly agree that they are able to discourage bullying while 75.5 percent of administrators agree or strongly agree. A majority of teachers and administrators agree or strongly agree that children are being bullied at least once per month in their schools and classrooms. According to a 2001 report by the Center for the Study & Prevention of Violence, several risk factors contribute to bullying in school settings. These risk factors include a lack of supervision during non-instructional times and a lack of concern toward bullying on the part of both teachers and students. Interestingly, slightly more than one-third (36 percent) of the administrators surveyed strongly disagree or disagree that some children are bullied once per month.

EXPECTATIONS OF SUCCESS

Gauging students' success, both at present and in the future, highlights a difference in perspectives between teachers and administrators in this survey. Administrators surpassed the number of teachers by 25 percent when disagreeing with the statement that most students at their school would not be successful at a community college or university. When separated by race, White administrators had the lowest percentage of disagreement with this statement (82 percent) and Black administrators had the highest (91.3 percent).

The difference between the perceptions of

teachers and administrators was again seen when asked if students at their school were capable of high achievement on standardized exams. Administrators who agree or strongly agree with this statement stood at 94.6 percent while teachers stood at 77.2 percent.

INFLUENCE OF RACE

The influence of race on success in school is often unacknowledged, even when teachers use it as a factor in predicting future success (McKown & Weinstein, 2002). In this survey, just over half the teachers disagree or strongly disagree that students will be successful in their school based on race. However, three of every four teachers surveyed (75.3 percent) strongly disagree or disagree that racial barriers to educational and economic opportunity no longer exist in the United States. When separated by gender, about twice as many male administrators (12.7 percent) agree or strongly agree that racial barriers to educational and economic opportunity no longer exist in the U.S., as compared to female administrators (6.1 percent).

PROFESSIONAL CLIMATE

Research has shown that the professional climate of an organization influences its outcomes. Part of the professional climate centers on professional judgment. When surveying administrators, 86.3 percent feel that teachers at their school exercise good

professional judgment. Only 76.3 percent of teachers, however, believe that administrators at their school trust their professional judgment.

Another measure of climate can be found in attendance and the general outlook staff have regarding looking forward to going to work. Approximately one of 10 teachers disagrees or strongly disagrees with the statement that they look forward to going to work the majority of the time. Meanwhile, 90 percent of both male and female administrators look forward to going to work most days.

PROFESSIONAL DEVELOPMENT

Professional development, both on a teaching and administrative level, is an important factor in a school's overall climate. Teacher attitudes and beliefs can be influenced in part by professional development. The evaluation of professional development should focus on measuring its impact in terms of change in the knowledge, skills, attitudes, and beliefs of teachers (Guskey, 2000).

The majority of teachers (87 percent) and administrators (91.4 percent) surveyed agree or strongly agree that they are pursuing in-service opportunities in their respective fields. Interestingly, a high percentage of administrators (93.8 percent) feel they actively seek opportunities to help teachers

learn new instructional methods, while a little over three-fourths of teachers (78.4 percent) agree that there are sufficient opportunities to learn new instructional methods.

This separation of views is further confirmed by 95.3 percent of administrators who agree or strongly agree with the statement that their teachers would benefit from more professional development. Only 68.1 percent of teachers shared this view.

PARENTAL INVOLVEMENT

Parental involvement has been documented as a key to student success at school.

This survey revealed that 81.1 percent of administrators agree or strongly agree with the statement that parents support the school and its activities, compared with only 57.3 percent of teachers surveyed. A 10 percent disparity is also found between administrators (69.9 percent) who agree or strongly agree that they have met at least one parent or adult caregiver, compared with the teachers surveyed (59.3 percent).

SAFETY

School safety is an issue that impacts the learning environment, affecting teachers, administrators, and students. In this survey, the majority of administrators feel their school is a safe place in which to work. However, 12 percent of teachers dis-



agree or strongly disagree that their school is a safe place. Approximately eight of 10 administrators strongly disagree or disagree with the statement that students at their school fight a lot. Almost three times as many teachers (35.1 percent) strongly disagree or disagree with the statement. Just under three-quarters of administrators surveyed strongly disagree or disagree with the statement that some children carry guns or knives to school, with more than twice as many White administrators agreeing with this statement than Hispanic administrators (26.9 percent and 10.8

percent, respectively).

TRUST, RESPECT, AND ETHOS OF CARING

Students' trust for both teachers and administrators can influence a school's achievement and overall climate. A majority of both teachers and administrators surveyed agree that the students in their school trust the teachers. However, 84 percent of Hispanic teachers agree that students trust teachers, compared to only 66.9 percent of Black teachers. Of the administrators surveyed, just over one in 10 were unsure as to whether the students at their

school trust the teachers.

Gender also seemingly influenced the survey answers, with 10.4 percent of male administrators disagreeing that students at their school trust the teachers, as compared with only 3.6 percent of female administrators. A strong majority (96 percent) of teachers surveyed agree or strongly agree that they respect students in their school.

CONCLUSIONS

As we found in *Where We Learn*, the results from this study underscore the importance of a multiplicity of factors that make up school climate and the need to attend to these factors. Most important, the survey found that most teachers and administrators have high expectations for students. An overwhelming majority of teachers and administrators care whether students are successful.

These results are also overwhelmingly positive, but a few areas require our attention and further investigation. These areas were consistent with those found in last year's study of students. These areas include, but are not limited to, the following:

- The degree to which students are being bullied;

- Why teachers feel significantly less optimistic about the potential of student success in a community college or university than do administrators;
- Why administrators express more confidence in students' ability to perform on standardized tests than do teachers;
- Why significant numbers of teachers and administrators hold the view that students in their schools are not motivated to learn; and
- Why significant numbers of teachers and administrators believe that students will be successful in their schools because of their race.

REFERENCES:

- **Center for the Study & Prevention of Violence** (2001). *Safe communities – safe schools fact sheet*. Boulder, CO: Institute of Behavioral Science, University of Colorado at Boulder.
- **Guskey, T.R.** (2000). *Evaluating professional development*. Thousand Oaks, CA: Corwin Press.
- **McKown, C., & Weinstein, R.S.** (2002). Modeling the role of child ethnicity and gender in children's differential response to teacher expectations. *Journal of Applied Social Psychology*, 32(1), 159-184.



TEACHER AND ADMINISTRATOR SCHOOL CLIMATE Recommendations



A safe and welcoming learning climate is a prerequisite to high student achievement. School districts need to understand climate issues, conduct assessments, pass policies, and take steps to make improvements where necessary.

It is our hope that the findings and shared recommendations of this study will spur support for public schools to consider school climate data as a key indicator of student and school success. We encourage school boards and superintendents to actively collaborate with teachers and administrators towards this goal.



BULLYING

Key Principle: Schools should teach students to identify, understand, prevent, oppose, and report bullying. One popular tool among schools is to launch district-wide anti-bullying campaigns aimed at protecting students.

- School boards must establish strong policies against bullying. Effective policies should include the definitions of forbidden conduct and its consequences, and procedures for reporting incidents of bullying, harassment, and intimidation.
- The school environment must be free from all forms of bullying – and policies should extend to cover members of the entire school community.
- School districts must be more proactive in eliminating violence and disruptive behavior at school and school-sponsored events. Such behavior, in addition to physical violence, includes bullying, verbal disrespect of fellow students and teachers, and other forms of harassment that con-

tribute to fear, low self-esteem, and lower academic achievement.

- Cyberbullying and cyberthreats through use of the Internet and other mobile communication devices have arisen in the past decade as new mediums for verbal violence, harassment, denigration, impersonation, and exclusion. Whether taking place inside or outside a school building, cyberbullying can greatly relate to and negatively influence a school's social climate. School board members must examine the issue of cyberbullying and provide clear policies on identifying effective strategies for educators to address this serious issue.

EXPECTATIONS OF SUCCESS

Key Principle: The education community establishes high expectations and standards for the academic and social development of all students and the performance of adults.

- A climate supporting the philosophy that all children can learn at high levels should be established and cultivated into the norms of the school system.

INFLUENCE OF RACE

Key Principle: Today's children bring a rich mix of experiential, ethnic, racial, linguistic, religious, socioeconomic, and cultural backgrounds to the classroom. These differences need to be recognized, appreciated, and accommodated by the instructional program.

- Districts should promote policies and practices that recognize diversity in accord with the core values of a democratic and civil society.

- School systems should develop instructional programming that includes the contributions and sacrifices of various racial, ethnic, and cultural populations.

- All public school districts should adopt and enforce policies stating that racial, ethnic, and sexual harassment against students or employees will not be tolerated.

- Districts should institute in-service programs to train all school personnel to recognize and prevent racial, ethnic, and sexual harassment against employees and students.

- School districts should strive to recognize the special needs and strengths of every student and provide access to a high-quality education in a safe and supportive environment.

- School systems must value the pluralism that exists in our nation's culture and subscribe to the identification and assignment of qualified administrative positions to include ethnic, racial, gender, and diverse perspectives.

- Policies should ensure that a multiethnic/multicultural curriculum is part of the school experience for every child and that professional development programs are provided to school personnel to assist them in the preparation and implementa-



tion of multiethnic/multicultural curricula.

PROFESSIONAL CLIMATE

Key Principle: The school district recognizes the importance of positive professional school climate for educators in raising student achievement and establishing goals for its improvement.

- Each school is a community in which members of the staff collaborate to develop and implement the school's learning goals.
- Adults in the schools create a culture of continuous learning that ensures student learning and other school goals.
- Staff is empowered to meet the needs of students and align staff authority and responsibility so that decisions are made at the level closest to implementation.

PROFESSIONAL DEVELOPMENT

Key Principle: Professional development is an essential element of reform that helps educators identify and solve problems, connect theory and practice that are aligned with standards and curriculum, and improve student achievement. A professional climate creates a culture of continuous learning that improves the quality of educational leadership and teaching.

- Professional development should deepen and broaden knowledge of content; be rooted in and reflect the best available research; provide knowledge about the teaching and learning process; be aligned with the standards and curriculum teachers

use; and contribute to measurable improvement in student achievement.

- Professional development should concentrate on training professionals to use data and tracking systems to improve individualized teaching and learning.
- School district officials should persuade state and federal lawmakers to provide greater funding for school leaders – specifically, principals, assistant principals, teacher leaders, and others – to participate in professional development that can improve student achievement.
- School boards should support district programs that work cooperatively with administrators and teachers to improve teacher evaluation and performance, and strengthen administrative leadership capabilities.
- School districts should support excellence in teacher education, development of standards, hiring practices, and in-service education for personnel, consistent with district goals and priorities.
- School districts should recognize the importance of positive school climate in raising student achievement by conducting an assessment of school climate and establishing goals for improvement.
- Staff should be empowered to meet the needs of students and adjust responsibilities so that decisions are made at the level closest to implementation.
- School board policies should permit employees time during the regular work

day and work year for inquiry, research, reflection, and collaboration.

- School personnel need substantive ongoing professional development to help educators appreciate issues of diversity and expose students to a rich array of viewpoints, perspectives, and experiences.
- School boards should support teacher and paraprofessional classroom teams with training on collaborative practices and joint training on curriculum where appropriate.

PARENTAL INVOLVEMENT

Key Principle: Parents/guardians who are active participants in the education of their children increase the likelihood that these students achieve educational excellence.

- District policy makers should help schools create positive relationships with parents and community members that will allow for consensus-building and shared decision-making that will promote school improvement.
- School districts should engage students' families as partners in the education process.
- Parents/guardians should be active participants in the education of their children at home and at school. Parents/guardians and school personnel must work cooperatively to foster a deep respect for achievement and learning.
- The home-school partnership is a unique and vital feature of American

education and there is a need for parent-teacher organizations in every school.

- Innovative programs should be developed and resources committed to promote and increase family and community involvement in public schools.
- School personnel require professional development about how to design programs and possibilities that engage parents/guardians in educating youngsters.
- Schools should partner with families, businesses, and community organizations to enable parents to help students master academic and life skills and develop civic responsibility.
- Parents should help school employees understand their children's school experience; participate as volunteers in school; support student learning at home; develop effective parenting skills; participate in important decision-making affecting their children; utilize community resources that support their parenting efforts; and act as advocates for public education including promotion of educational successes.
- School buildings should establish a site council or provide other meaningful roles in decision-making for students, parents, and members of the staff.

SAFETY

Key Principle: Schools must establish procedures to ensure that all students behave in a way that will support the schools' academic mission.



- Students need safe and supportive learning environments. Public schools must be free of abuse, violence, bullying, weapons, and harmful substances including alcohol, tobacco, and illegal drugs.
 - A strong, well-defined, universally understood, and consistently enforced discipline code is necessary for safe schools.
 - Students must be taught the strategies and skills to develop respect, self-discipline, and self-control. Students must learn to distinguish between their own rights and responsibilities and the rights and responsibilities of others.
 - School personnel should be vigilant in efforts to both prevent disruptions and avoid harm to children and adults.
 - Students who incessantly disrupt the learning of other students should receive appropriate services or be referred to alternative education. Students who are a danger to themselves and others should be removed from the learning environment.
 - Programs that provide assistance and training in child development, effective parenting skills, and strategies for dealing with disruptive students should be available for parents/guardians.
- guardians, and the community support, respect, understand, and trust each other.
- Actions that encourage and strengthen positive student attitudes should be incorporated into policies and practice.

TRUST, RESPECT, AND ETHOS OF CARING

Key Principle: The school community believes that a safe and effective school has a positive environment in which teachers and administrators, students, parents/



AMERICAN SCHOOL CLIMATE SURVEY 2006

Teachers and Administrators

SURVEY DEMOGRAPHICS

Total Participants

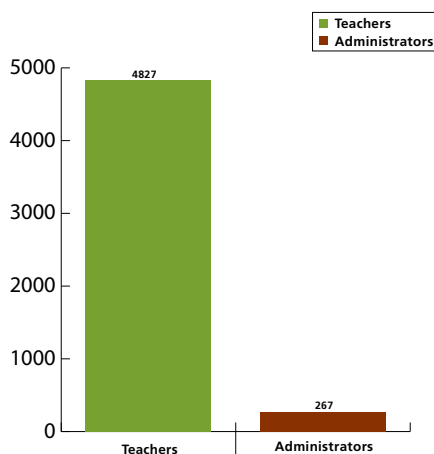


Figure 1. Total Survey Participants

- A total of 5,091 surveys were administered: 4,827 completed by teachers and 267 completed by administrators. (Fig. 1)

Gender Distribution

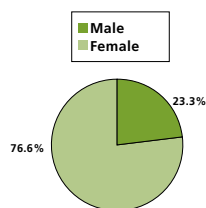


Figure 2a. Gender - Teachers

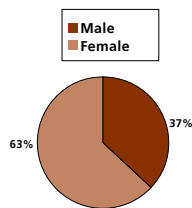


Figure 2b. Gender - Administrators

- 23.3% of the teachers surveyed were male and 76.6% were female. (Fig. 2a)
- 37% of the administrators surveyed were male and 63% were female. (Fig. 2b)

Ethnicity Distribution

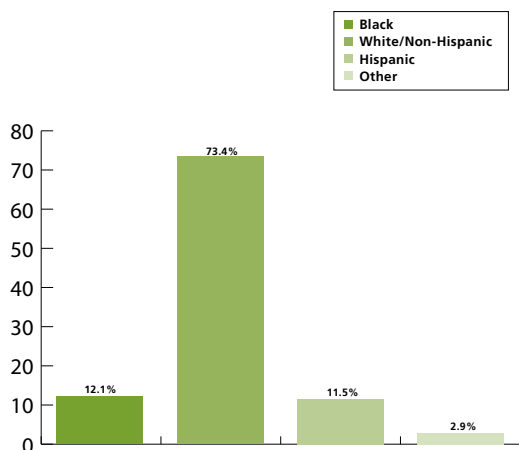


Figure 3a. Ethnicity - Teachers

- 73.4% of all teachers surveyed self-identified as White/Non-Hispanic, 12.1% as Black, 11.5% as Hispanic, and 2.9% as another ethnicity.

(Fig. 3a)

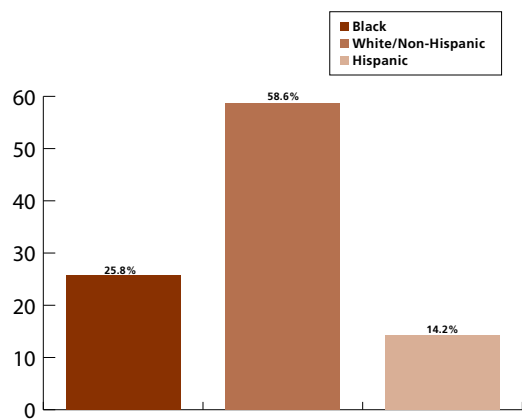


Figure 3b. Ethnicity - Administrators

- 58.6% of all administrators surveyed self-identified as White, 25.8% as Black, and 14.2% as Hispanic. One respondent self-identified as Asian was excluded from the statistical analysis in the report that follows. (Fig. 3b)

- For the purposes of this report, teachers and administrators in grades 6–8 are identified as working at the *middle school level*, teachers and administrators in grades 9–12 are identified as working at the *secondary level*, and teachers and administrators in the “other” category are identified as working in *other grade* configured schools.

Additional demographic information available upon request.

1 TEACHER AND ADMINISTRATIVE Perspective on Bullying

Bullying has been defined as “aggressive behavior that is carried out repeatedly in an interpersonal relationship characterized by an imbalance of power” (Stockdale, Hangaduambo, Duys, Larson, & Sarvela, 2002, p. 266). It may be physical, verbal or indirect such as name-calling or rumor-spreading. Bullying has serious consequences for the victim including physical problems, depression, anxiety, social problems, and low academic achievement (Dake, Price, Telljohann, & Funk, 2003). As this behavior generally occurs among children, attention has recently been devoted to determine the extent to which teachers and principals are aware of this type of behavior and what actions they are taking to prevent it.

The number of children reporting bullying is a staggering statistic: 78% of children in the *Where We Learn* study indicated that they had been bullied in the past month (Perkins, 2006) and 81% in one urban middle school admitted to perpetrating

bullying acts (Stockdale, Hangaduambo, Duys, Larson, & Sarvela, 2002). Similar statistics were reported in another national survey: the National Institute of Child Health and Human Development concluded in its study that 13% of children in grades six through ten had committed bullying behaviors and 11% of those surveyed had been targeted (Scarpaci, 2006).

This is a serious issue that must be addressed, but equally important is the fact that often teachers do not witness the acts. Bullying is “unacknowledged, under-reported, and frequently minimized by adults because they are unaware of the extent of the problem and rarely discuss it with children” (Harris, Petrie, & Willoughby, 2002, p. 6). Students often do not tell teachers or administrators because they lack confidence that anything will be done to stop the acts. Moreover, they feel it may get worse. Many students feel that there is no interest in stopping the behavior from the adult perspective (Harris, Petrie, & Willoughby, 2002).

1. I HAVE BEEN ABLE TO DETER BULLYING BEHAVIOR AMONG STUDENTS.

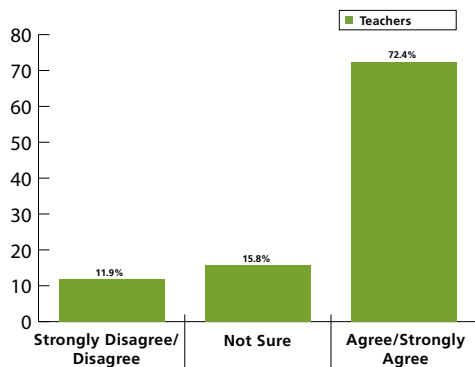


Figure 1A. I have been able to deter bullying behavior among students. (Teachers)

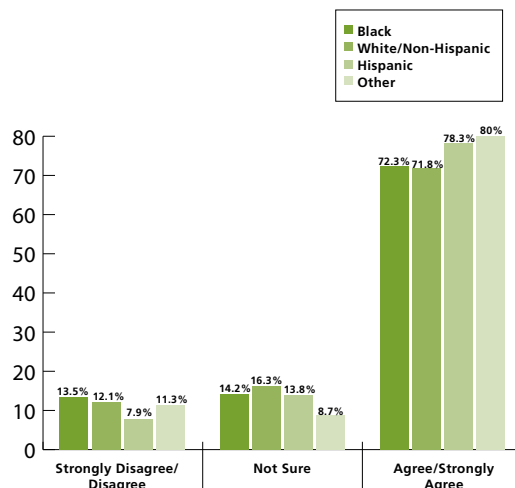


Figure 1B. I have been able to deter bullying behavior among students. (% within Ethnicity – Teachers)

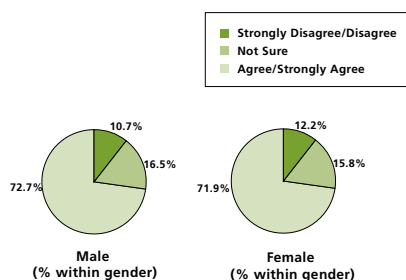


Figure 1C. I have not been able to deter bullying behavior among students. (Teachers)

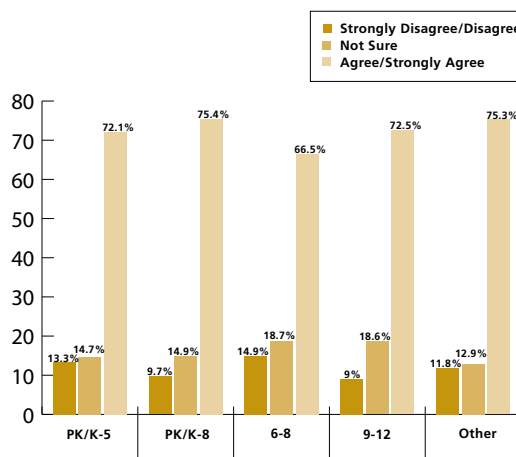


Figure 1D. I have been able to deter bullying behavior among students. (Teachers)

- Approximately 72% of teachers surveyed agree or strongly agree that they are able to discourage bullying. (Fig. 1A)
- Just over one in ten (11.9%) teachers surveyed strongly disagree or disagree with the statement that they are able to deter bullying behavior. (Fig. 1A)
- 13.5% of Black teachers surveyed report that they strongly disagree or disagree that they are able to deter bullying. (Fig. 1B)
- Approximately 72% of Black and White teachers agree or strongly agree with the

statement that they are able to deter bullying, compared with almost 80% of Hispanic teachers and teachers of other ethnicities. (Fig. 1B)

- 72.7% of male teachers and 71.9% of female teachers agree or strongly agree that they are not able to stop bullying behavior among students. (Fig. 1C)

- Approximately 15% of middle school teachers surveyed strongly disagree or disagree with the statement that they are able to deter bullying behavior among students. (Fig. 1D)

1.1. TEACHERS AT THIS SCHOOL ARE ABLE TO STOP SOMEONE FROM BEING A BULLY. (ADMINISTRATORS)

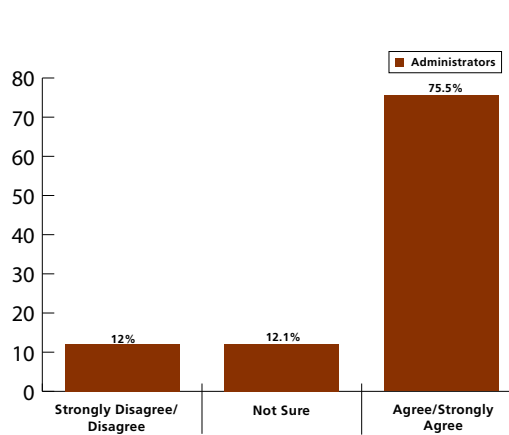


Figure 1.1A. Teachers at this school are able to stop someone from being a bully. (Administrators)

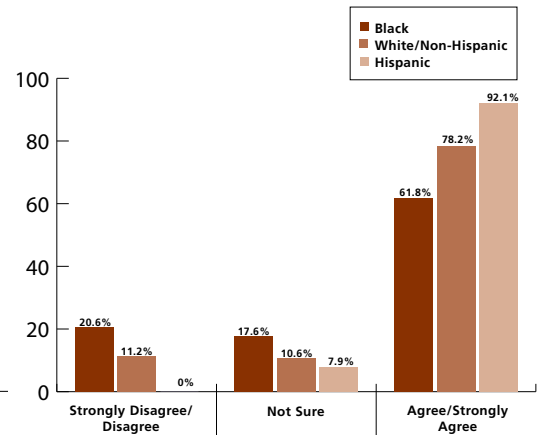


Figure 1.1B. Teachers at this school are able to stop someone from being a bully. (% within Ethnicity – Administrators)

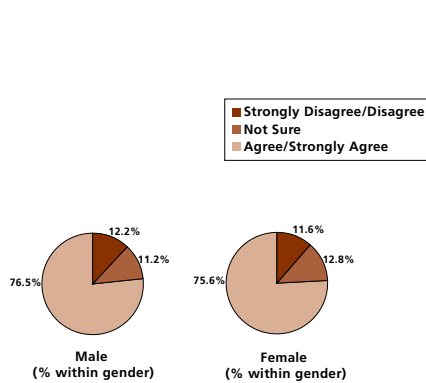


Figure 1.1C. Teachers at this school are able to stop someone from being a bully. (Administrators)

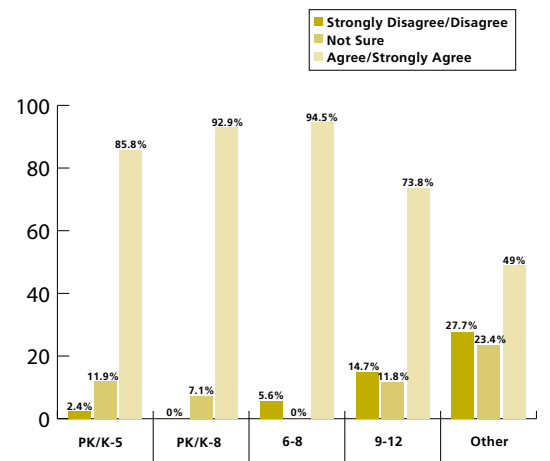


Figure 1.1D. Teachers at this school are able to stop someone from being a bully. (Administrators)



- About three-quarters of administrators surveyed (75.5%) agree or strongly agree that teachers are able to stop someone from being a bully. (Fig. 1.1A)

- 12% of administrators disagree or strongly disagree with the statement that teachers are able to stop someone from being a bully.

(Fig. 1.1A)

- One in five, or 20.6%, of Black administrators disagrees or strongly disagrees with the statement that teachers are able to stop someone from being a bully, compared with about one in 10, or 11.2%, of White administrators. No Hispanic administrators disagree with the statement. (Fig. 1.1B)

- 92.1% of Hispanic administrators agree or strongly agree with this statement, compared with only 78.2% of White administrators and 61.8% of Black administrators.

(Fig. 1.1B)

- Male and female administrators are in agreement regarding the ability of the teachers at their school to stop someone from being a bully, with 76.5% and 75.6% (respectively) agreeing or strongly agreeing with the state-

ment that teachers are able to stop someone from being a bully. (Fig. 1.1C)

- 27.7% of administrators in other grade configured schools strongly disagree or disagree that teachers at their school are able to stop someone from being a bully, and 23.4% are unsure if the teachers at their school are able to stop someone from being a bully.

(Fig. 1.1D)

- 94.5% of middle school administrators agree or strongly agree with the statement that teachers at their school are able to stop someone from being a bully, compared with only 66.5% of middle school teachers who agree or strongly agree that they are able to deter bullying behavior among students.

(Figs. 1.1D and 1D)

- 75.3% of teachers in other grade configured schools agree or strongly agree that they are able to deter bullying behavior among students, compared with only 49% of administrators in other grade configured schools who agree or strongly agree that teachers are able to stop someone from being a bully.

(Figs. 1.1D and 1D)

2. I ADDRESS BULLYING BEHAVIOR IN MY CLASSROOM OR AT THE SCHOOL AT LEAST ONCE PER MONTH. (TEACHERS)

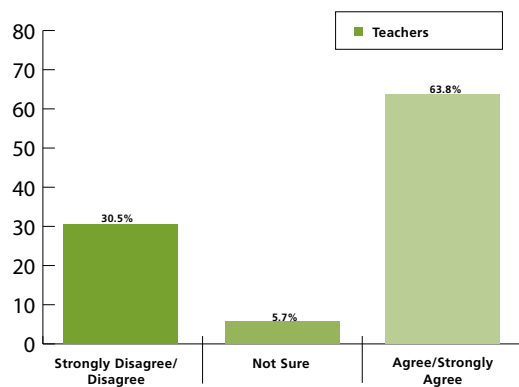


Figure 2A. I address bullying behavior in my classroom or at the school at least once per month. (Teachers)

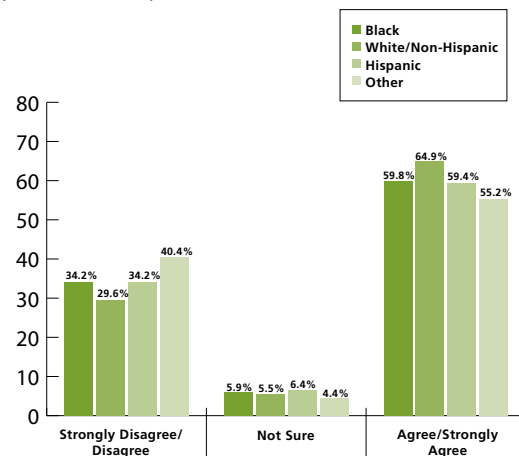


Figure 2B. I address bullying behavior in my classroom or at the school at least once per month. (% within Ethnicity – Teachers)

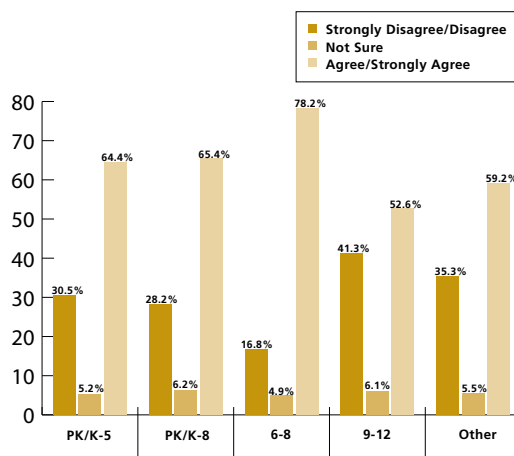


Figure 2C. I address bullying behavior in my classroom or at the school at least once per month. (Teachers)

- A majority of teachers, 63.8%, agree or strongly agree that they address bullying behavior in their classroom at least once per month. (Fig. 2A)
- Approximately one-third of teachers, 30.5%, surveyed do not address bullying at least once per month in their school. (Fig. 2A)
- About 65% of White teachers indicated that they agree or strongly agree with this statement while less than 60% of other ethnicities agree or strongly agree that some children are bullied at least once per month.

(Fig. 2B)

- 78.2% of middle school teachers surveyed agree or strongly agree that they address bullying behavior in the classroom at least once a month, compared with 52.6% of secondary teachers surveyed. (Fig. 2C)
- 35.3% of teachers surveyed from other grade configured schools disagree or strongly disagree with the statement that they address bullying behavior in their classroom at least once per month, compared with 16.8% of middle school teachers. (Fig. 2C)



2.1 THERE ARE SOME CHILDREN THAT ARE BULLIED AT LEAST ONCE A MONTH. (ADMINISTRATORS)

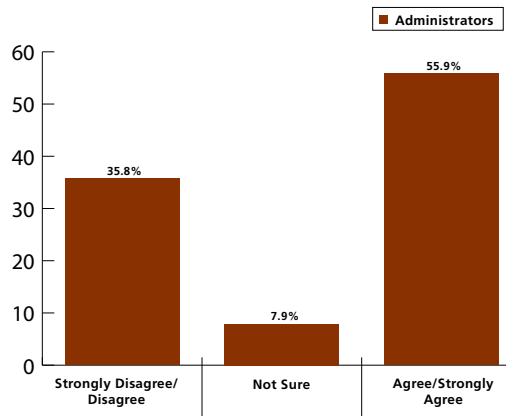


Figure 2.1A. There are some children that are bullied at least once a month (Administrators)

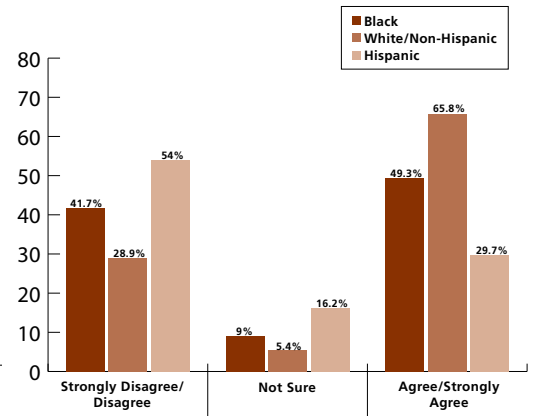


Figure 2.1B. There are some children that are bullied at least once per month. (% within Ethnicity – Administrators)

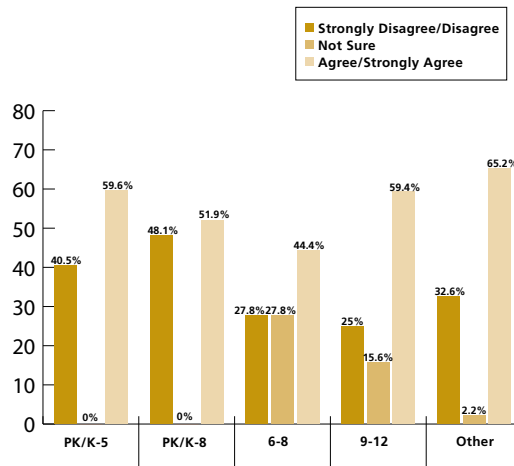


Figure 2.1C. There are some children that are bullied at least once a month. (Administrators)

- Over half of administrators surveyed (55.9%) agree or strongly agree with the statement that some children that are bullied at least once per month. (Fig. 2.1A)
- Only about 36% of administrators surveyed strongly disagree or disagree with the statement that there are some children bullied at least once per month. (Fig. 2.1A)
- 65.8% of White administrators agree or strongly agree with this statement, com-

pared with 49.3% of Black administrators and 29.7% of Hispanic administrators.

(Fig. 2.1B)

- Fewer than half, 44.4%, of middle school administrators surveyed agree or strongly agree with the statement that some children are bullied at least once a month, compared with over three-quarters, or 78.2%, of middle school teachers surveyed who agree or strongly agree with the statement that they address bullying behavior at least once a month. (Figs. 2.1C and 2C)



TEACHER AND ADMINISTRATIVE PERSPECTIVE ON Expectations of Success



Behaviors are not determined solely by personal beliefs. Role theory defines how individuals are expected to behave according to others, how individuals perceive what they are supposed to do and their subsequent behaviors. Senge (1990) refers to this as Mental Models: “deeply ingrained assumptions, generalizations, or even pictures or images that influence how we understand the world and how we take action” (p. 8). Essentially, these

are personal stereotypes held by individuals that shape their thoughts, beliefs, and actions. Individuals judge others based upon their own internal values and what they perceive as appropriate conduct. The negative consequences of Mental Models have been demonstrated in fields such as physics, psychology, sociology, and history (Senge, 1990, p. 175). Further, individuals choose to see whatever it is they wish to be there, which often leads to false conclu-

1. MOST STUDENTS AT THIS SCHOOL WOULD NOT BE SUCCESSFUL AT A COMMUNITY COLLEGE OR UNIVERSITY.

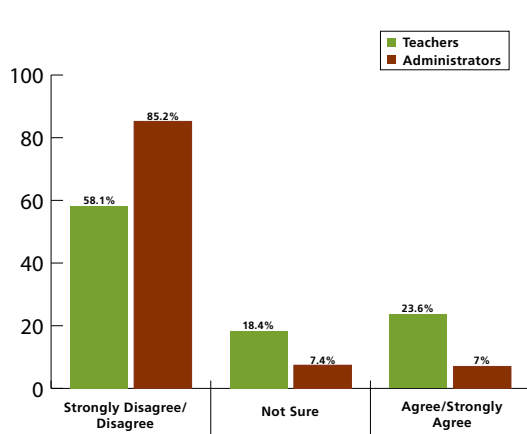


Figure 1A. Most students at this school would not be successful at a community college or university. (Teachers and Administrators)

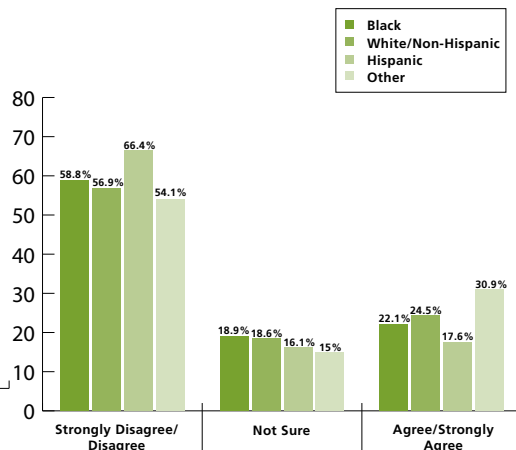


Figure 1B. Most students at this school would not be successful at a community college or university. (% within Ethnicity – Teachers)

sions and actions that could be harmful to themselves, others, organizations, and even society as a whole. As a result, entire groups have been ostracized, excluded from positions in certain fields, denied hu-

man rights, and even killed. While not so extreme, the Mental Models people hold about students and what they are capable of doing have tremendous impact on their future and personal development.

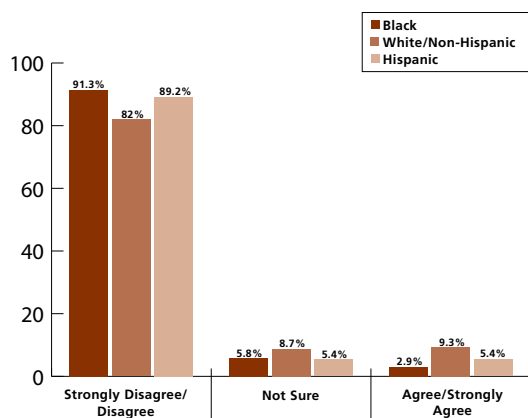


Figure 1C. Most students at this school would not be successful at a community college or university. (% within Ethnicity – Administrators)

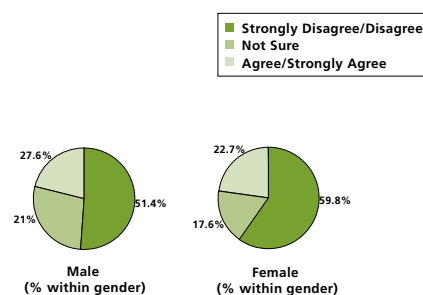


Figure 1D. Most students at this school would not be successful at a community college or university. (Teachers)

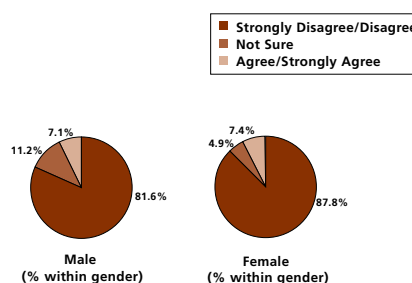


Figure 1E. Most students at this school would not be successful at a community college or university. (Administrators)

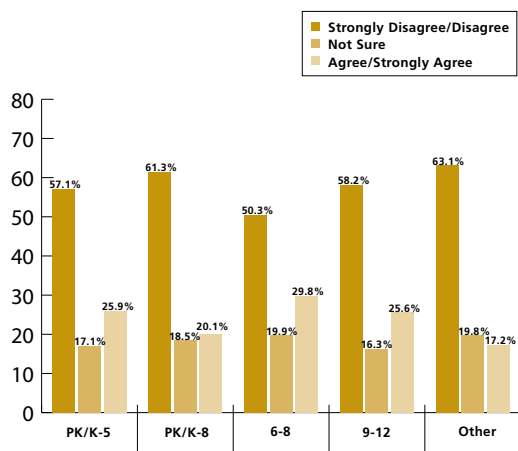


Figure 1F. Most students at this school would not be successful at a community college or university. (Teachers)

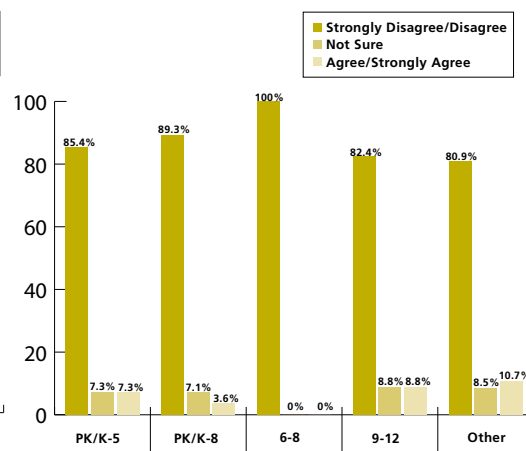


Figure 1G. Most students at this school would not be successful at a community college or university. (Administrators)



- Over three times as many teachers (23.6%) as administrators (7%) believe that most of the students at their school would not be successful at a community college or university. (Fig. 1A)
- About 25% more administrators (85.2%) than teachers (58.1%) disagree with the statement that most of the students at their school would not be successful at a community college or university. (Fig. 1A)
- Almost 60% of teachers believe that most of the students at their school would be successful in a community college or university. (Fig. 1A)
- Approximately one out of every four teachers (23.6%) does not believe that the students at their school would be successful at a community college or university. (Fig. 1A)
- 66.4% of Hispanic teachers surveyed believe that the students in their school would be successful at a community college or university. (Fig. 1B)
- Just over 30% of teachers of other ethnicities agree or strongly agree that most of the students at their school would not be successful at a community college or university. (Fig. 1B)
- 7.4% of administrators surveyed are unsure of whether or not the students in their school would be successful in a community college or university. (Fig. 1A)
- Almost 10% of White administrators agree or strongly agree that most students at their school would not be successful at a community college or university. (Fig. 1C)
- Only 82% of White administrators strongly disagree or disagree with this statement, compared with 89.2% of Hispanic administrators and 91.3% of Black administrators. (Fig. 1C)
- Approximately one in four male teachers (27.6%) strongly agree or agrees with the statement that most students would not be successful at a community college or university, compared with just over one in five female teachers (22.7%). (Fig. 1D)
- Approximately 60% of female teachers strongly disagree or disagree with this statement, while only 51.4%, or just over half, of male teachers strongly disagree or disagree with this statement. (Fig. 1D)
- 87.8% of female administrators surveyed strongly disagree or disagree with the statement that their students would not be successful at a community college or university, compared with 81.6% of male administrators surveyed. (Fig. 1E)
- Approximately one out of ten male administrators (11.2%) are unsure of whether or not their students would be successful at a community college or university. (Fig. 1E)

- 100% of middle school administrators believe that most students at their school would be successful at a community college or university, compared with only 50.3% of middle school teachers surveyed. (Figs. 1F and 1G)

- Approximately 30% of all middle school teachers surveyed agree or strongly agree that most students at their school would not be successful at a community college or university. (Fig. 1F)

- Approximately one out of four secondary and PK/K-5 teachers believes that most students at their school would not be successful at a community college or university. (25.9% and 25.6%, respectively.) (Fig. 1F)

- Approximately one in ten administrators at other grade configured schools (10.7%) agrees or strongly agrees with the statement that the students at their school would not be successful at a community college or university. (Fig. 1G)

2. STUDENTS AT THIS SCHOOL ARE CAPABLE OF HIGH ACHIEVEMENT ON STANDARDIZED EXAMS.

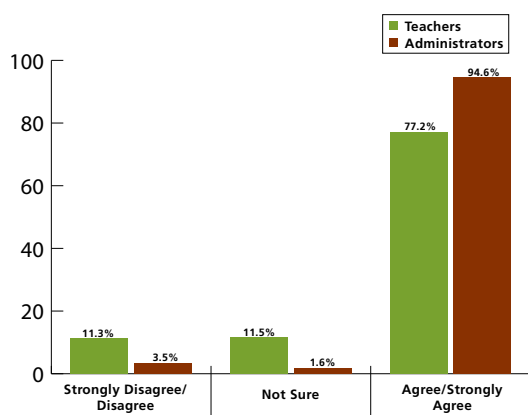


Figure 2A. Students at this school are capable of high achievement on standardized exams. (Teachers and Administrators)

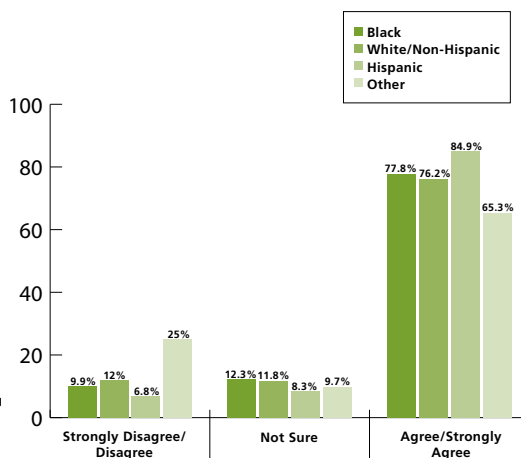


Figure 2B. Students at this school are capable of high achievement on standardized exams. (% within Ethnicity – Teachers)

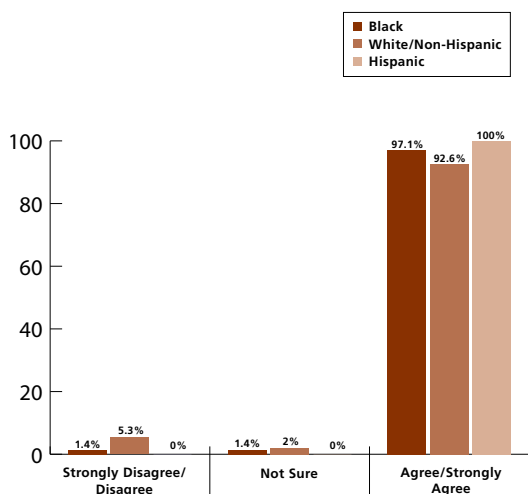


Figure 2C. Students at this school are capable of high achievement on standardized exams. (% within Ethnicity – Administrators)

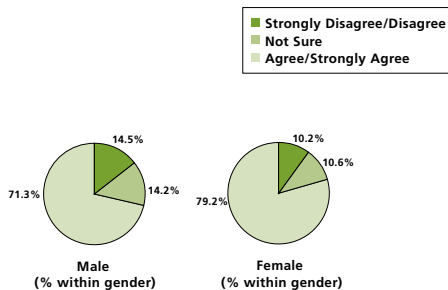


Figure 2D. Students at this school are capable of high achievement on standardized exams. (Teachers)

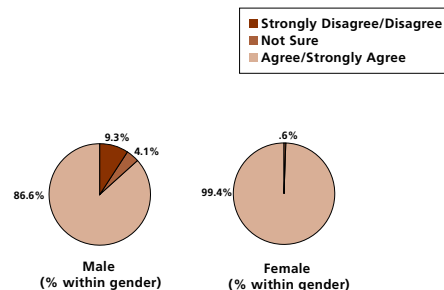


Figure 2E. Students at this school are capable of high achievement on standardized exams. (Administrators)

- A majority of administrators, 94.6%, agree or strongly agree with the statement that students at their school are capable of high achievement on standardized exams, compared with only 77.2% of teachers surveyed. (Fig. 2A)
- More than three times as many teachers (11.3%) as administrators (3.5%) strongly disagree or disagree with the statement that students at their school are capable of high achievement on standardized exams. (Fig. 2A)
- Just over three-quarters, or 77.2%, of teachers surveyed agree or strongly agree with the statement that the students at their school are capable of high achievement on standardized exams. (Fig. 2A)
- Approximately one in ten teachers surveyed (11.3%) indicated that they disagree or strongly disagree with the statement that their students are capable of high achievement on standardized exams. (Fig. 2A)
- Approximately 85% of Hispanic teachers agree or strongly agree with the statement that their students are capable of high achievement on standardized exams, compared with only about 77% of Black and White teachers and about 65% of teachers of other ethnicities. (Fig. 2B)
- More than one in ten White teachers (12%) disagree or strongly disagree with this statement. (Fig. 2B)
- Almost four times as many White administrators as Black administrators (5.3% and 1.4%, respectively) strongly disagree or disagree with the statement that students at their school are capable of high achievement on standardized exams. There were no Hispanic administrators who strongly disagree or disagree with this statement. (Fig. 2C)
- Seven in ten male teachers surveyed (71.3%) agree or strongly agree with the statement that students in their school are capable of high achievement on standardized

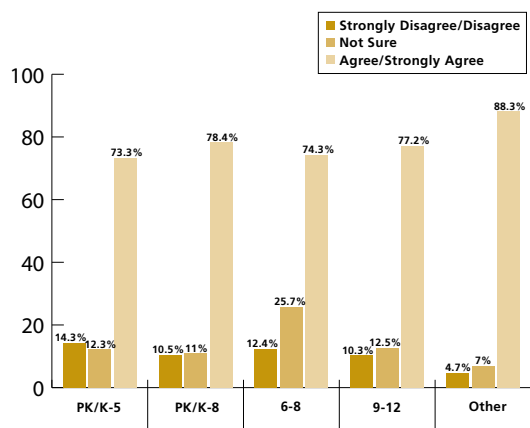


Figure 2F. Students at this school are capable of high achievement on standardized exams. (Teachers)

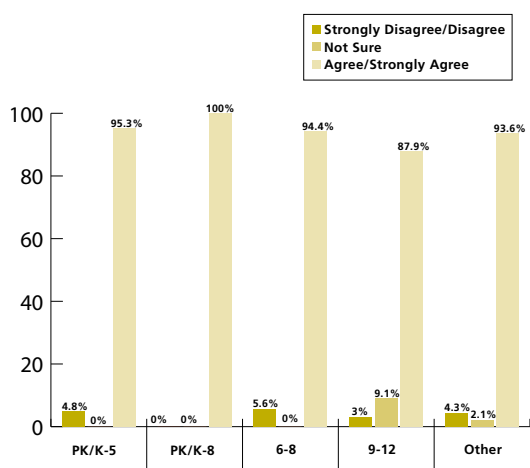


Figure 2G. Students at this school are capable of high achievement on standardized exams. (Administrators)

exams, compared with about eight in 10 female teachers (79.2%). (Fig. 2D)

- Almost one in seven male teachers (14.5%) disagrees or strongly disagrees with the statement that their students are capable of high achievement on standardized tests. (Fig. 2D)
- One in ten female teachers (10.2%) disagrees or strongly disagrees with this statement. (Fig. 2D)
- Virtually all female administrators surveyed, 99.4%, agree or strongly agree with

the statement that students at their school are capable of high achievement on standardized exams, compared with only 86.6% of male administrators surveyed. (Fig. 2E)

- 9.3% of male administrators strongly disagree or disagree with the statement that students at their school are capable of high achievement on standardized exams. No female administrators strongly disagree or disagree with this statement. (Fig. 2E)
- 100% of PK/K-8 administrators surveyed agree or strongly agree with the statement that students at their school are capable of high achievement on standardized exams, compared with 78.4% of PK/K-8 teachers surveyed. (Figs. 2G and 2F)
- Just over three times as many PK/K-5 teachers surveyed (14.3%) as teachers at other grade configured schools (4.7%) strongly disagree or disagree with the statement that students at their school are capable of high achievement on standardized exams. (Fig. 2F)
- Approximately one out of every ten secondary teachers surveyed, or 10.3%, strongly disagrees or disagrees with the statement that students at their school are capable of high achievement on standardized exams. (Fig. 2F)

3. STUDENTS AT THIS SCHOOL ARE NOT MOTIVATED TO LEARN.

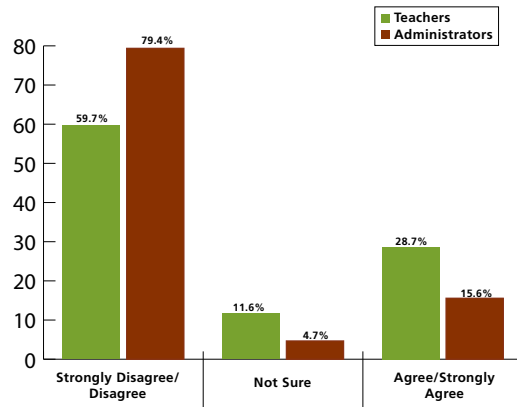


Figure 3A. Students at this school are not motivated to learn. (Teachers and Administrators)

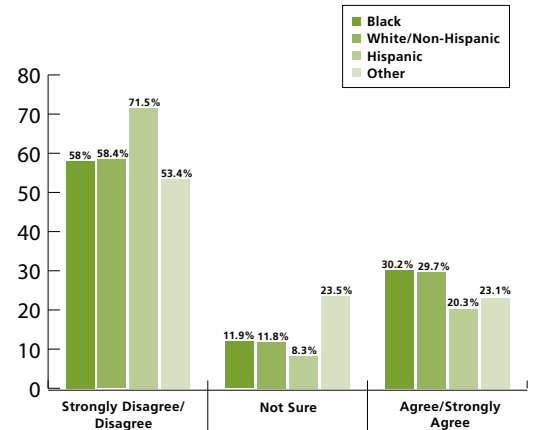


Figure 3B. Students at this school are not motivated to learn. (% within Ethnicity – Teachers)

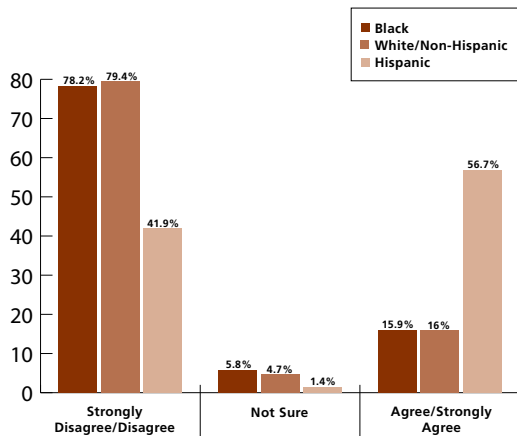


Figure 3C. Students at this school are not motivated to learn. (% within Ethnicity – Administrators)

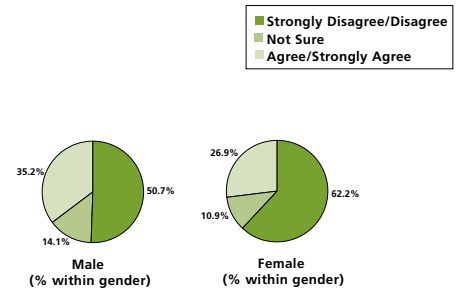


Figure 3D. Students at this school are not motivated to learn. (Teachers)

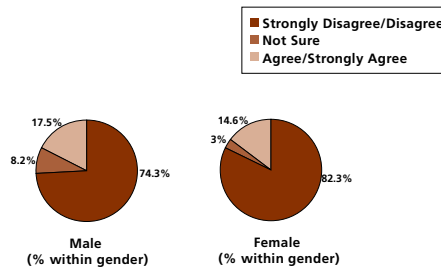


Figure 3E. Students at this school are not motivated to learn. (Administrators)

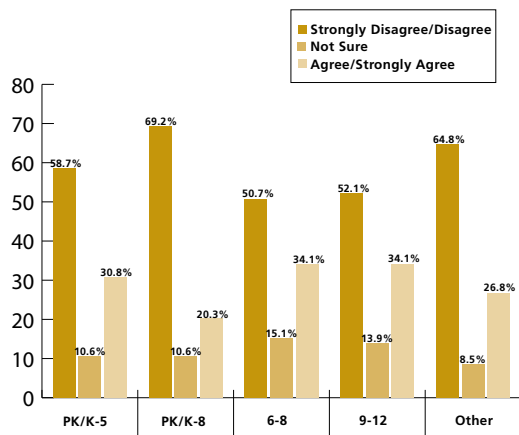


Figure 3F. Students at this school are not motivated to learn. (Teachers)

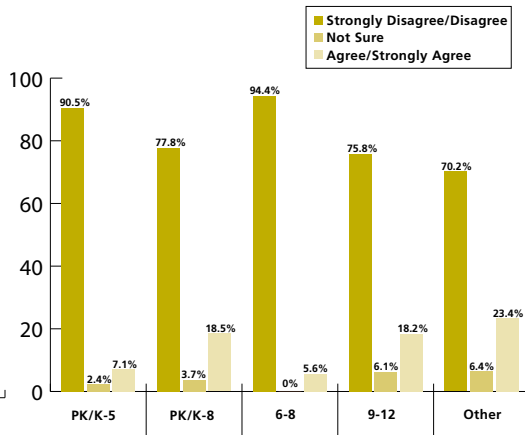


Figure 3G. Students at this school are not motivated to learn. (Administrators)

- Approximately 80% of administrators strongly disagree or disagree with the statement that children at their school are not motivated to learn, compared with only about 60% of teachers surveyed. (Fig. 3A)
- Almost twice as many teachers as administrators (28.7% and 15.6%, respectively) agree or strongly agree with the statement that children at their school are not motivated to learn. (Fig. 3A)
- Almost 30% of teachers surveyed agree or strongly agree with the statement that the students in their school are not motivated to learn. (Fig. 3A)
- About 60% of teachers indicated that they believe their students are motivated to learn. (Fig. 3A)
- About one in six of administrators surveyed (15.6%) agree or strongly agree with the statement that students at their school are not motivated to learn. (Fig. 3A)
- Approximately 30% of Black and White teachers agree or strongly agree that their

students are not motivated to learn,

compared with just over 20% of Hispanic teachers. (Fig. 3B)

- More than half (56.7%) of Hispanic administrators agree or strongly agree that students at their school are not motivated to learn. (Fig. 3C)
- Only 41.9% of Hispanic administrators strongly disagree or disagree with the statement that students are not motivated to learn, compared with 78.2% of Black administrators and 79.4% of White administrators. (Fig. 3C)
- Only half of the male teachers (50.7%) strongly disagree or disagree that students at their school are not motivated to learn, while 35.2%, or just over one-third, agree or strongly agree with this statement. (Fig. 3D)
- Over one in four female teachers surveyed agree or strongly agree that students at their school are not motivated to learn. (Fig. 3D)

- About eight out of ten, or 82.3%, of female administrators strongly disagree or disagree with the statement that their students are not motivated to learn, compared with only 74.3% of male administrators. (Fig. 3E)
- Almost one in six, or 17.5%, of male administrators agrees or strongly agrees with the statement that students at their school are not motivated to learn, compared with 14.6% of female administrators. (Fig. 3E)
- Just over one-third of all middle and secondary school teachers (34.1%) agree or strongly agree with the statement that students at their school are not motivated to learn, compared with 5.6% of middle school administrators and 18.2% of secondary

- school administrators. (Figs. 3F and 3G)
- Approximately 70% of PK/K-8 teachers (69.2%) strongly disagree or disagree with the statement that students at their school are not motivated to learn. (Fig. 3F)
- 90.5% of all PK/K-5 administrators surveyed strongly disagree or disagree with the statement that students at their school are not motivated to learn, compared with only 70.2% of administrators at other grade configured schools. (Fig. 3G)
- 94.4% of middle school administrators strongly disagree or disagree with the statement that children at their school are not motivated to learn, compared with only 50.7% of middle school teachers surveyed. (Figs. 3F and 3G)

4. WE ARE PREPARING STUDENTS TO BECOME PRODUCTIVE CITIZENS.

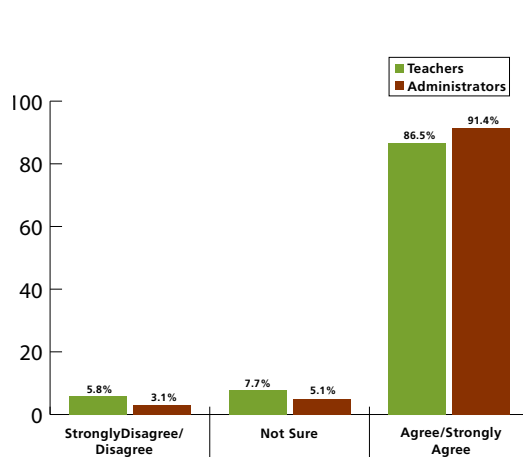


Figure 4A. We are preparing students to become productive citizens. (Teachers and Administrators)

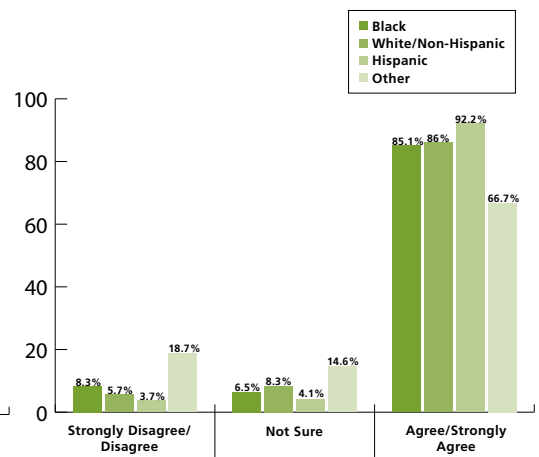


Figure 4B. We are preparing students to become productive citizens. (% within Ethnicity – Teachers)

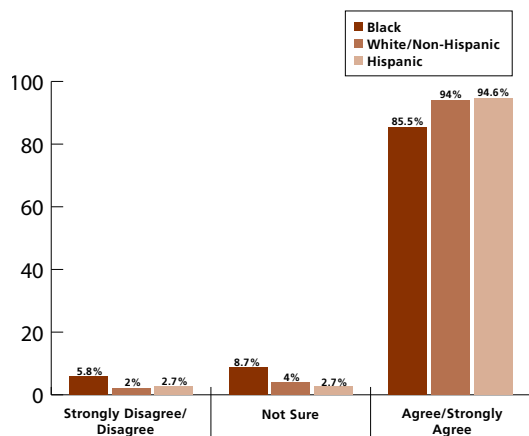


Figure 4C. We are preparing students to become productive citizens. (% within Ethnicity – Administrators)

- Teachers (86.5%) and administrators (91.4%) agree or strongly agree that they are preparing students to become productive citizens. (Fig. 4A)
- The majority of teachers surveyed, 86.5%, believe that they are preparing

students to become productive citizens.

(Fig. 4A)

- About nine in ten of administrators surveyed (91.4%) agree or strongly agree with the statement that they are preparing students to become productive citizens. (Fig. 4A)
- Just over 92% of Hispanic teachers agree or strongly agree with this statement, compared with about 67% of teachers identified as other ethnicities. (Fig. 4B)
- Only 85.5% of Black administrators agree or strongly agree with this statement, compared with about 94% of White and Hispanic administrators (94% and 94.6%, respectively). (Fig. 4C)

5. STUDENTS IN THIS SCHOOL WILL HAVE DIFFICULTY WITH CORE ACADEMIC SUBJECTS REGARDLESS OF STRENGTH OF INSTRUCTION.

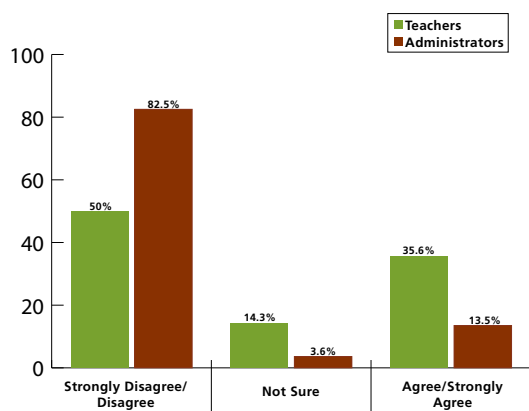


Figure 5A. Students in this school will have difficulty with core academic subjects regardless of strength of instruction. (Teachers and Administrators)

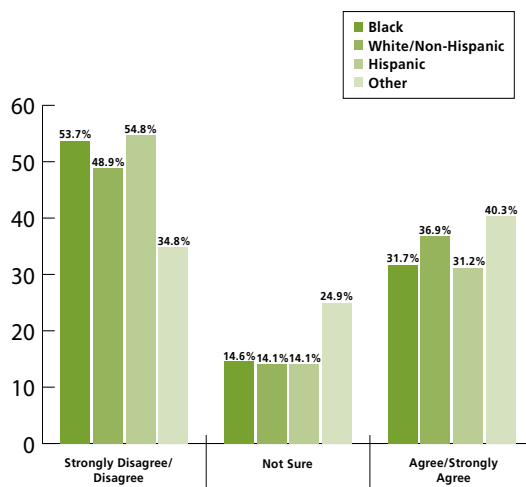


Figure 5B. Students in this school will have difficulty with core academic subjects regardless of strength of instruction. (% within Ethnicity – Teachers)

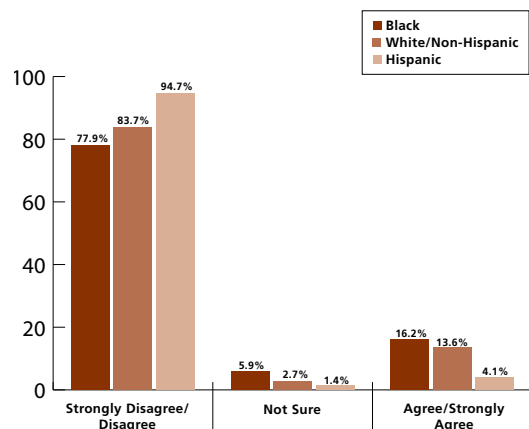


Figure 5C. Students in this school will have difficulty with core academic subjects regardless of strength of instruction. (% within Ethnicity – Administrators)

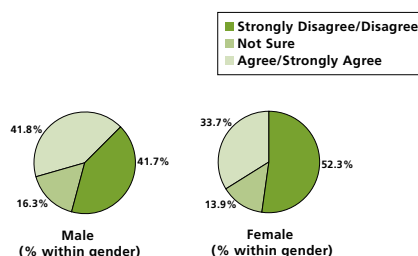


Figure 5D. Students in this school will have difficulty with core academic subjects regardless of strength of instruction. (Teachers)

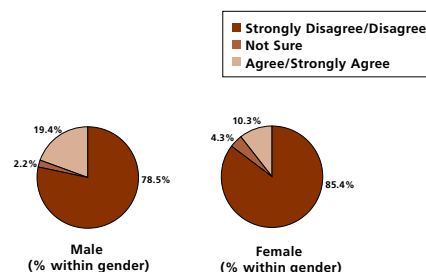


Figure 5E. Students in this school will have difficulty with core academic subjects regardless of strength of instruction. (Administrators)

- More than twice as many teachers as administrators believe that the students in their school will have difficulty with core subjects regardless of strength of instruction (35.6% and 13.5%, respectively). (Fig. 5A)
- 82.5% of administrators strongly disagree or disagree with the statement that the students in their school will have difficulty with core subjects regardless of strength of instruction, compared with 50% of teachers surveyed. (Fig. 5A)
- Only half of teachers surveyed, 50%, strongly disagree or disagree with the statement that the students in their school will have difficulty

with core subjects regardless of strength of instruction. (Fig. 5A)

- Approximately one-third of teachers surveyed, 35.6%, agree or strongly agree with the statement that the students in their school will have difficulty with core subjects regardless of strength of instruction. (Fig. 5A)
- 82.5% of administrators surveyed strongly disagree or disagree with this statement. (Fig. 5A)
- Approximately one in ten administrators surveyed (13.5%) agrees or strongly agrees with the statement that students in their school will have difficulty with core academic

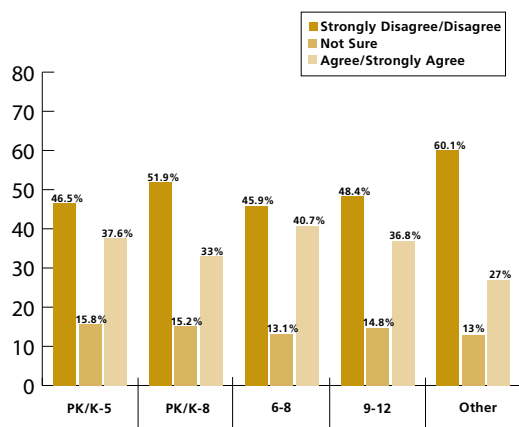


Figure 5F. Students in this school will have difficulty with core academic subjects regardless of strength of instruction. (Teachers)

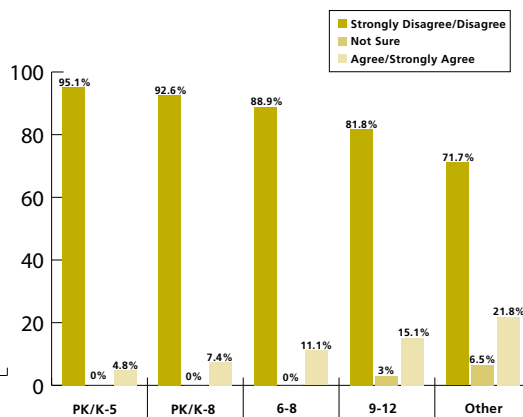


Figure 5G. Students in this school will have difficulty with core academic subjects regardless of strength of instruction. (Administrators)

subjects regardless of strength of instruction.

(Fig. 5A)

- 41.8% of male teachers surveyed agree or strongly agree that the students in their school will have difficulty with core academic subjects regardless of strength of instruction, compared with 33.7% of female teachers. (Fig. 5D)
- Slightly more than half of female teachers (52.3%) strongly disagree or disagree with the statement that students in their school will have difficulty with core academic subjects regardless of strength of instruction. (Fig. 5D)
- Approximately one in five male administrators, or 19.4%, responded that they agree or strongly agree that students in their school will have difficulty with core academic subjects regardless of strength of instruction, compared with 10.3% of female administrators who agree or strongly agree with this statement. (Fig. 5E)
- 85.4% of female administrators do not believe that students in their school will have difficulty with core academic subjects regardless of strength of instruction, compared with

78.5% of male administrators. (Fig. 5E)

- 95.1% of all PK/K-5 administrators surveyed strongly disagree or disagree with the statement that the students in their school will have difficulty with core academic subjects regardless of strength of instruction, compared with only 46.5% of PK/K-5 teachers surveyed who strongly disagree or disagree with this statement. (Figs. 5G and 5F)
- Approximately one of every five administrators at other grade configured schools (21.8%) agrees or strongly agrees with the statement that students in their school will have difficulty with core academic subjects regardless of strength of instruction. (Fig. 5G)
- 40.7% of middle school teachers surveyed agree or strongly agree with the statement that students in their school will have difficulty with core academic subjects regardless of strength of instruction, compared with 11.1% of middle school administrators surveyed who agree or strongly agree with this statement. (Fig. 5F and 5G)

3

TEACHER AND ADMINISTRATIVE PERSPECTIVE ON THE

Influence of Race



An NAEP report found that 63% of African American fourth graders in the United States read below grade level and these students are over-represented in special education classes (Musti-Rao & Cartledge, 2004). An array of programs have been created over the past several decades as districts attempt to raise the achievement levels of their students, yet many show few gains. Schools are desperate to find a solution to increasing the academic levels of their urban students, particularly students of color and in poverty.

Some teachers, noting the statistical differences in test scores and the lack of minorities in upper level classes, may prejudice the abilities of students who fall into these groups. They may automatically have more favorable attitudes about these students' academic abilities based on their group membership. Also,

American society as a whole does not present positive views of its non-White members. Consider the notable absence of minorities in popular literature, the mass media, and toy design (Brinson, 2001). Society also has a long-standing view of minorities as lacking in the areas of hard work and self-reliance (Oates, 2003). Brinson's (2001) study found that African-American preschoolers demonstrated an obvious preference for Anglo Americans when shown photographs of children from both ethnicities. With negative perceptions being held by society, it is not surprising that children from the groups themselves have also formulated and internalized negative feelings about their own group identities. They may begin to perpetuate stereotypes, leading to a vicious cycle that causes others to reinforce their negative attitudes toward the minority group.

1. THERE ARE STUDENTS WHO WILL BE SUCCESSFUL IN THIS SCHOOL BECAUSE OF THEIR RACE.

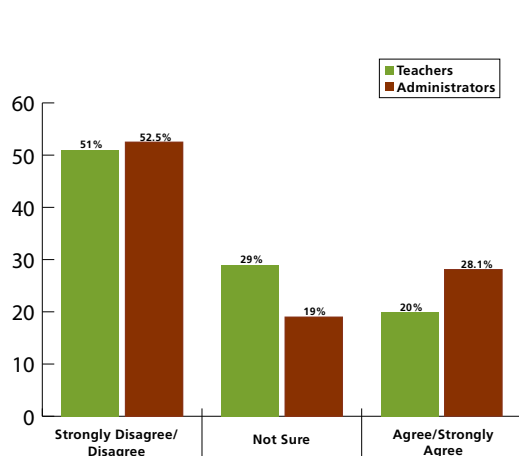


Figure 1A. There are students who will be successful in this school because of their race. (Teachers and Administrators)

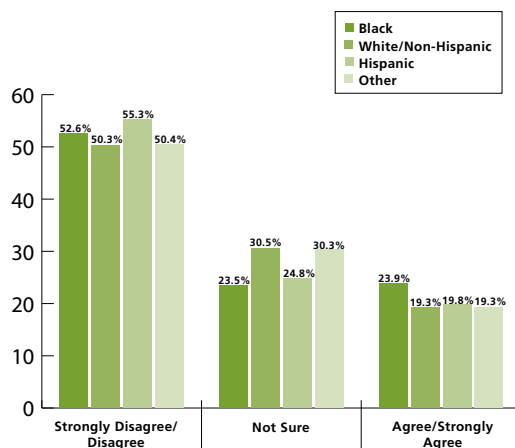


Figure 1B. There are students who will be successful in this school because of their race. (% within Ethnicity – Teachers)

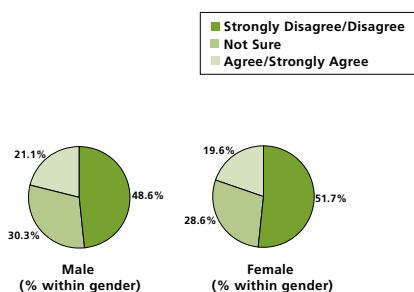


Figure 1C. There are students who will be successful in this school because of their race. (Teachers)

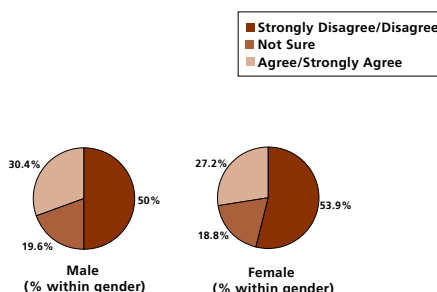


Figure 1D. There are students who will be successful in life because of their race. (Administrators)

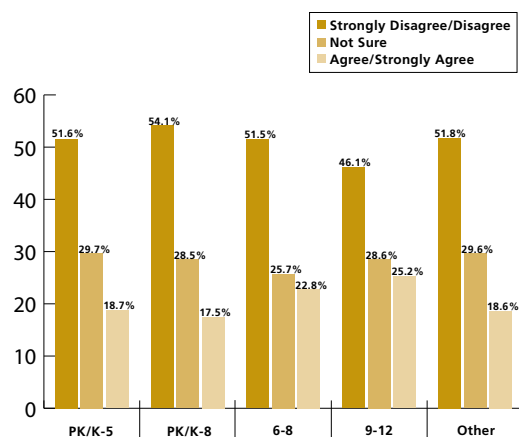


Figure 1E. There are students who will be successful in this school because of their race. (Teachers)

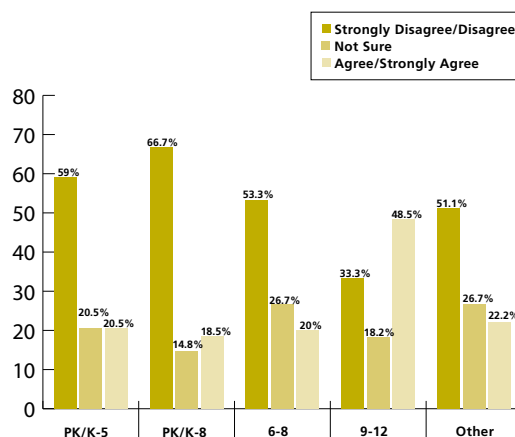


Figure 1F. There are students who will be successful in this school because of their race. (Administrators)



- Just over half (51%) of teachers strongly disagree or disagree that students will be successful in their school based on race. (Fig. 1A)
- One in five of teachers surveyed, or 20%, agree or strongly agree with the statement that students will be successful in their school because of race. (Fig. 1A)
- 55.3% of Hispanic teachers strongly disagree or disagree with this statement, compared to approximately half of other ethnicities. (Fig. 1B)
- Just over half of female teachers (51.7%) strongly disagree or disagree that there are students who will be successful because of their race, compared with just under half of male teachers (48.6%). (Fig. 1C)
- 53.9% of female administrators strongly disagree or disagree with the statement that there are some students who will be successful in life because of their race, compared with 50% of male administrators. (Fig. 1D)
- Approximately one in four secondary teachers (25.2%) agree or strongly agree with the statement that there are some students who will be successful in life because of their race. (Fig. 1E)
- Almost half (48.5%) of all secondary school administrators surveyed agree or strongly agree with the statement that there are students who will be successful in life because of their race. (Fig. 1F)
- Twice as many PK/K-8 administrators (66.7%) as secondary administrators surveyed (33.3%) strongly disagree or disagree with the statement that there are some students who will be successful in life because of their race. (Fig. 1F)

2. RACIAL BARRIERS TO EDUCATIONAL AND ECONOMIC OPPORTUNITY NO LONGER EXIST IN THE UNITED STATES.

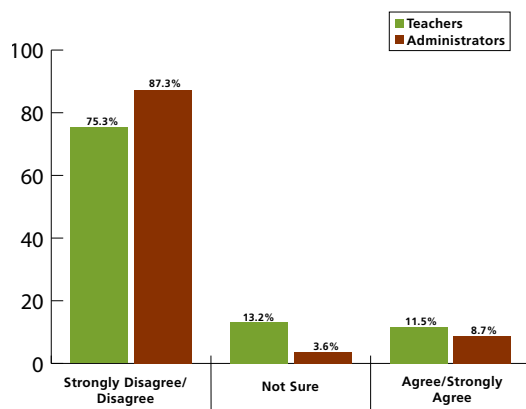


Figure 2A. Racial barriers to educational and economic opportunity no longer exist in the United States. (Teachers and Administrators)

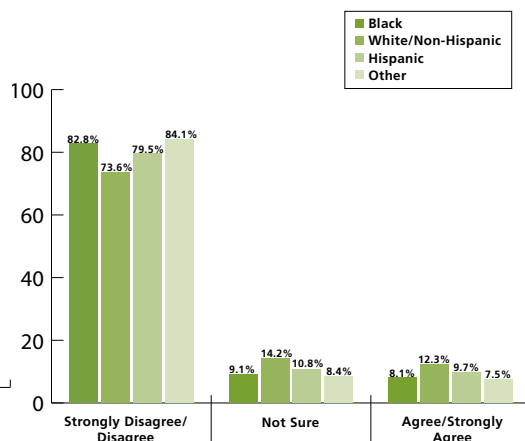


Figure 2B. Racial barriers to educational and economic opportunity no longer exist in the United States. (% within Ethnicity – Teachers)

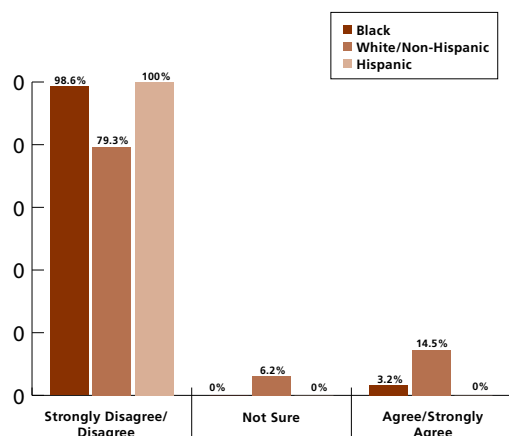


Figure 2C. Racial barriers to educational and economic opportunity no longer exist in the United States. (% within Ethnicity – Administrators)

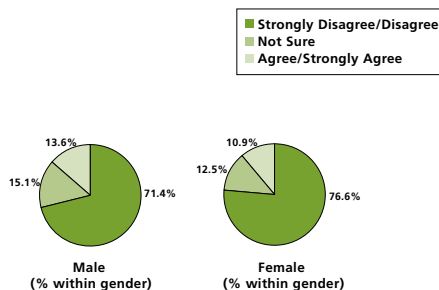


Figure 2D. Racial barriers to educational and economic opportunity no longer exist in the United States. (Teachers)

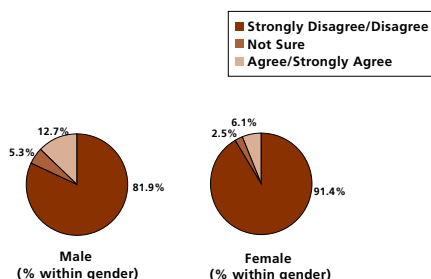


Figure 2E. Racial barriers to educational and economic opportunity no longer exist in the United States. (Administrators)

- 87.3% of administrators surveyed strongly disagree or disagree with the statement that racial barriers to educational and economic opportunity no longer exist in the United States, compared with 75.3% of teachers surveyed. (Fig. 2A)
- Three out of every four teachers surveyed (75.3%) strongly disagree or disagree with the statement that racial barriers to educational and economic opportunity no longer exist in the United States. (Fig. 2A)
- Approximately one in nine of teachers surveyed (11.5%) agrees or strongly agrees with this statement. (Fig. 2A)
- 87.3% of administrators, almost nine out of ten, strongly disagree or disagree with the statement that racial barriers to educational and economic opportunity no longer exist in the United States. (Fig. 2A)
- Less than one in ten administrators surveyed (8.7%) agree or agree strongly that racial barriers to educational and economic opportunity no longer exist in the United States. (Fig. 2A)
- Approximately 83% of Black teachers and those identified under other ethnicities strongly disagree or disagree with the statement that racial barriers to educational and economic opportunity no longer exist in the United States. (Fig. 2B)
- More than four times as many White administrators (14.5%) agree or strongly agree with this statement than any other ethnicity. (Fig. 2C)
- Over three-quarters of female teachers surveyed (76.6%) strongly disagree or disagree that the racial barriers to educational and economic opportunity have been eliminated in the United States. (Fig. 2D)
- Only about one in ten female teachers (10.9%) agrees or strongly agrees with this statement. (Fig. 2D)
- Approximately nine out of ten female administrators (91.4%) strongly disagree or disagree with this statement, compared with about eight out of ten male administrators (81.9%). (Fig. 2E)
- About twice as many male as female administrators (12.7% and 6.1%, respectively) agree or strongly agree with the statement that racial barriers to educational and economic opportunity no longer exist in the United States. (Fig. 2E)



4

TEACHER AND ADMINISTRATIVE PERSPECTIVE ON Professional Climate



Many teachers hold the belief that they are not regarded as professionals. Teacher training and licensure remains among the most regulated and standard-driven professions. Many states have minimal grade-point requirements, graduate degree requirements, and professional development, yet the field is still plagued by low salaries, low professional status, and the lack of comparable retirement options that doctors and lawyers receive. Pratte and Ruby (1991) recommend that educators create a system of mutual respect, open communication, and shared success, help, and trust aimed at creating a more respected professional regard.

Regardless of how one classifies the teaching profession, there is no argument that all schools should have a professional climate. This is a climate in which teachers, principals, parents, and students mutually respect each other. Kelley, Thornton, and Daugherty (2005) conducted a study of 31

elementary schools on this issue and the outcomes suggest that teachers' views of their principals' effectiveness as leaders are related to school climate. Leadership and teacher behaviors have an impact on how reforms are implemented and received in schools, and in turn will impact student achievement.

1. ADMINISTRATORS AT THIS SCHOOL TRUST MY PROFESSIONAL JUDGMENT. / TEACHERS AT THIS SCHOOL EXERCISE GOOD PROFESSIONAL JUDGMENT.

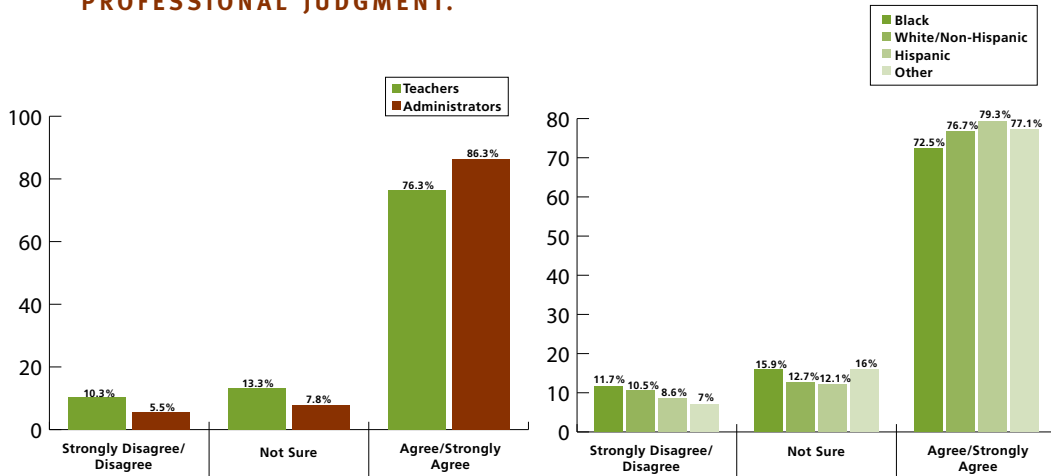


Figure 1A. Administrators at this school trust my professional judgment. Teachers at this school exercise good professional judgment. (Teachers and Administrators)

Figure 1B. Administrators at this school trust my professional judgment. (% within Ethnicity – Teachers)

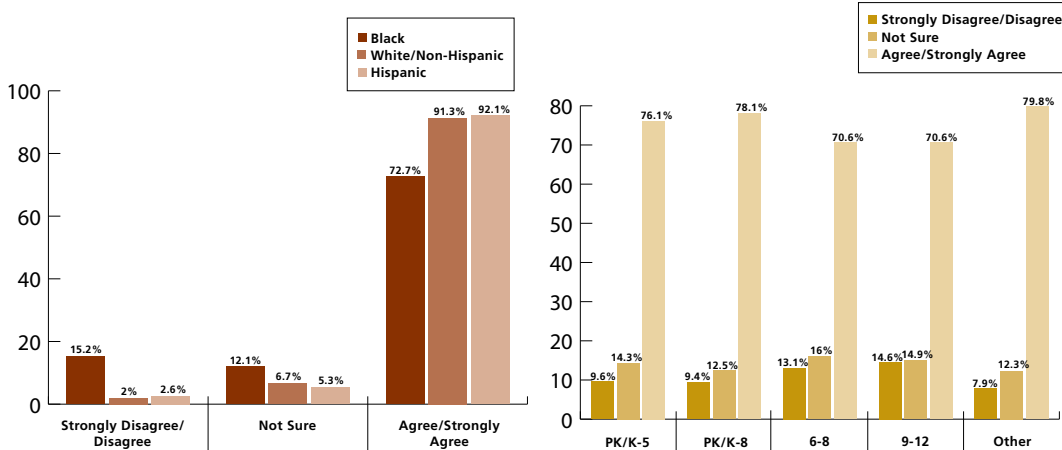


Figure 1C. Teachers at this school exercise good professional judgment. (% within Ethnicity – Administrators)

Figure 1D. Administrators at this school trust my professional judgment. (Teachers)

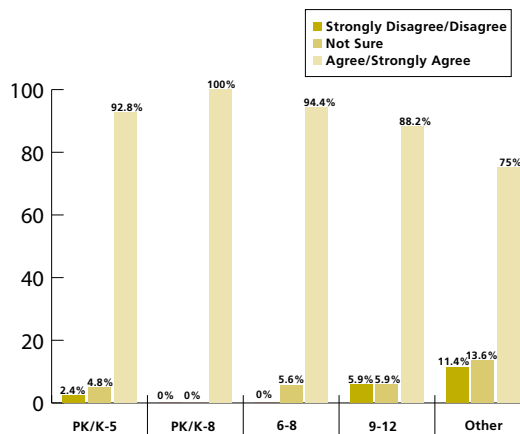


Figure 1E. Teachers at this school exercise good professional judgment. (Administrators)

- 86.3% of administrators surveyed agree or strongly agree with the statement that the teachers at the school exercise good professional judgment, while only 76.3% of teachers believe that the administrators at their school trust their professional judgment. (Fig. 1A)
- Approximately three-quarters of teachers surveyed (76.3%) agree or strongly agree that administrators trust their professional judgment. (Fig. 1A)
- About 85% of administrators surveyed agree or strongly agree with the statement that teachers at their school exercise good professional judgment. (Fig. 1A)
- Just over one in ten teachers (10.3%) strongly disagrees or disagrees with the statement that the administrators in their school trust their professional judgment. (Fig. 1A)
- Almost 80% of Hispanic teachers agree or strongly agree that the administrators in their schools trust their professional judgment, compared with only 72.5% of Black teachers. (Fig. 1B)
- Only 72.7% of Black administrators agree or strongly agree with this statement, while 15.2% disagree or strongly disagree that teachers exercise good professional judgment. (Fig. 1C)
- 78.1% of PK/K-8 teachers agree or strongly agree that the administrators at their school trust their professional judgment, compared with 100% of PK/K-8 administrators who agree or strongly agree that the teachers at their school exercise good professional judgment. (Figs. 1D and 1E)
- Approximately one in six secondary school teachers (14.6%) surveyed strongly disagree or disagree with the statement that administrators at their school trust their professional judgment. (Fig. 1D)
- 11.4% of administrators in other grade configured schools, or just over one in ten, strongly disagree or disagree with the statement that the teachers at their school exercise good professional judgment. (Fig. 1E)

2. I LOOK FORWARD TO COMING TO WORK MOST DAYS.

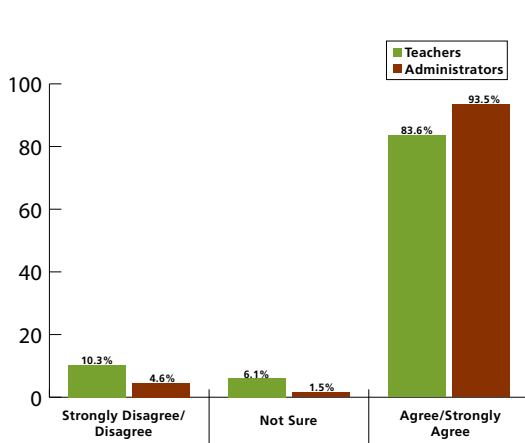


Figure 2A. I look forward to coming to work most days.
(Teachers and Administrators)

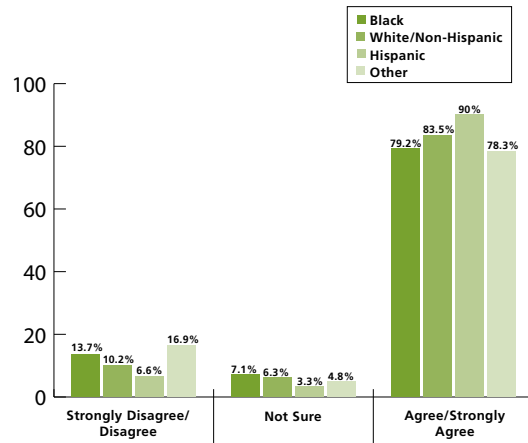


Figure 2B. I look forward to coming to work most days.
(% within Ethnicity – Teachers)

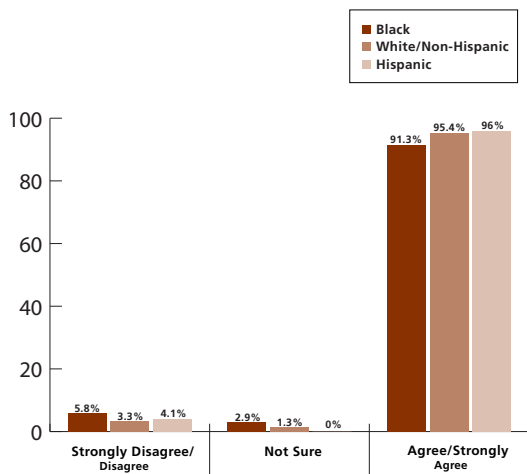


Figure 2C. I look forward to coming to work most days.
(% within Ethnicity – Administrators)

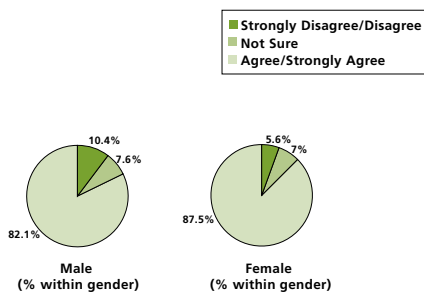


Figure 2D. I look forward to coming to work most days. (Teachers)

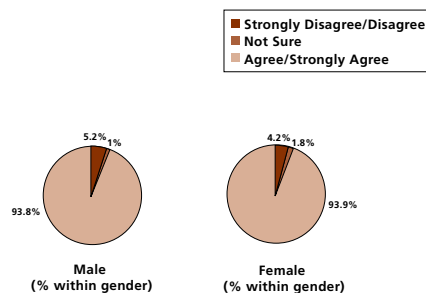


Figure 2E. I look forward to coming to work most days.
(Administrators)

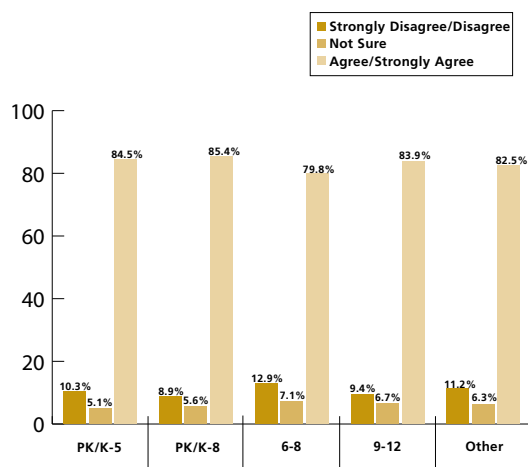


Figure 2F. I look forward to coming to work most days. (Teachers)

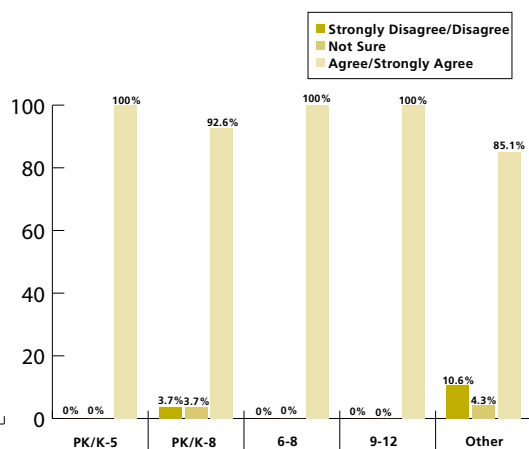


Figure 2G. I look forward to coming to work most days. (Administrators)

- Twice as many teachers (10.3%) as administrators (4.6%) respond that they strongly disagree or disagree with the statement that they look forward to coming to work most days. (Fig. 2A)
- About one out of ten teachers (10.3%) surveyed strongly disagrees or disagrees with the statement that they look forward to coming to work the majority of the time. (Fig. 2A)
- Approximately 94% of administrators surveyed agree or strongly agree that they look forward to coming to work most days. (Fig. 2A)
- Less than 5% of administrators strongly disagree or disagree with the statement that they look forward to coming to work most days. (Fig. 2A)
- 90% of Hispanic teachers agree or strongly agree that they look forward to coming to school each day. (Fig. 2B)
- 96% of Hispanic administrators agree or strongly agree with the statement that they look forward to coming to work most days, compared with 91.3% of Black administra-

tors. (Fig. 2C)

- Almost twice as many male teachers (10.4%) as female teachers (5.6%) strongly disagree or disagree with the statement that they look forward to coming to work most days. (Fig. 2D)
- Over 90% of both male and female administrators agree or strongly agree with the statement that they look forward to coming to work most days (93.8% and 93.9%, respectively). (Fig. 2E)
- 12.9% of middle school teachers surveyed strongly disagree or disagree with the statement that they look forward to coming to work most days. (Fig. 2F)
- 100% of all PK/K-5 middle school and secondary school administrators responded that they agree or strongly agree with the statement that they look forward to coming to work most days. (Fig. 2G)
- 10.6% of administrators in other grade configured schools, or just over one in ten, strongly disagree or disagree with the statement that they look forward to coming to work most days. (Fig. 2G)



5 TEACHER AND ADMINISTRATIVE PERSPECTIVE ON Professional Development

A survey conducted by Ganser (2000) found that over 80% of teachers surveyed attended professional development workshops in-district, 50% attended those conducted by professional organizations, and 25% were taking college courses. This suggests that teachers appreciate the need to expand their current knowledge and skill set. It is not enough to offer teachers boxed programs and one-shot professional development days. Given that in-district professional development is where most teachers receive their development, district administration must ensure that the programs offered are sustainable.

Teachers frequently cite that professional development led by classroom teachers is the most valuable to them and resulted in increases in student achievement when followed up with time to collaborate (Christman, 2005). Many teachers also bemoan the type of professional development that simply presents strategies without context. Christensen (2005) notes that teachers cite the benefits of professional development that is “practical and related specifically to their content” and that gives them “models of new strategies and curricula, hands-on practice, and time for collaboration and implementation” (p. 24).

1. I AM CURRENTLY PURSUING IN-SERVICE OPPORTUNITIES TO IMPROVE MYSELF AS A TEACHER. / I AM CURRENTLY PURSUING IN-SERVICE OPPORTUNITIES TO IMPROVE MYSELF AS AN ADMINISTRATOR.

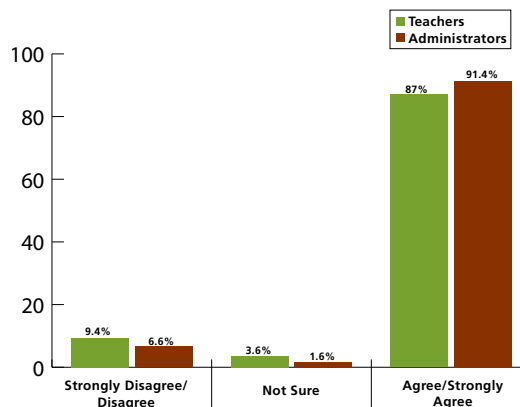


Figure 1A. I am currently pursuing in-service opportunities to improve myself as a teacher. I am currently pursuing in-service opportunities to improve myself as an administrator. (Teachers and Administrators)

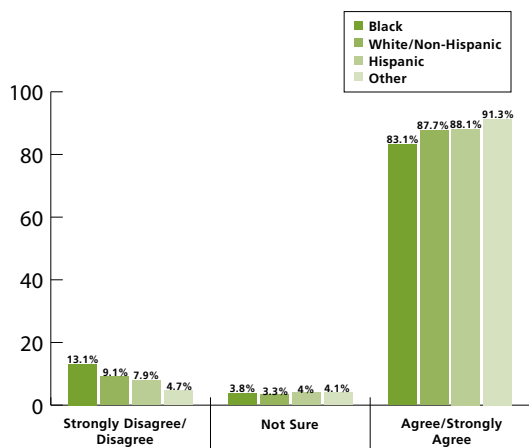


Figure 1B. I am currently pursuing in-service opportunities to improve myself as a teacher. (% within Ethnicity – Teachers)

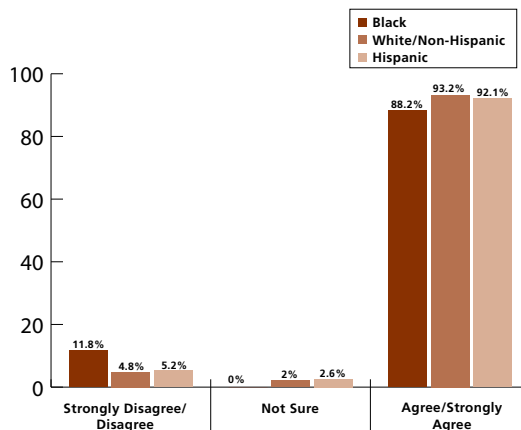


Figure 1C. I am currently pursuing in-service opportunities to improve myself as an administrator. (% within Ethnicity – Administrators)

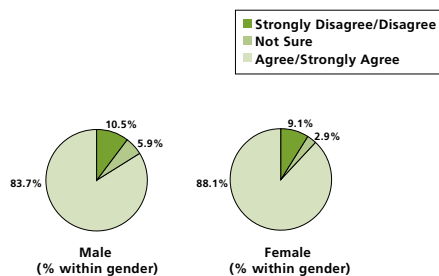


Figure 1D. I am currently pursuing in-service opportunities to improve myself as a teacher. (Teachers)

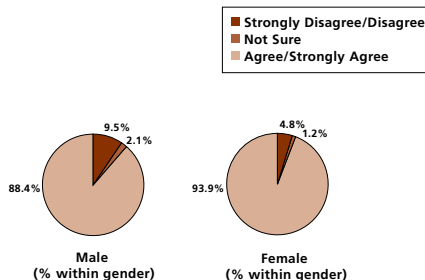


Figure 1E. I am currently pursuing in-service opportunities to improve myself as an administrator. (Administrators)

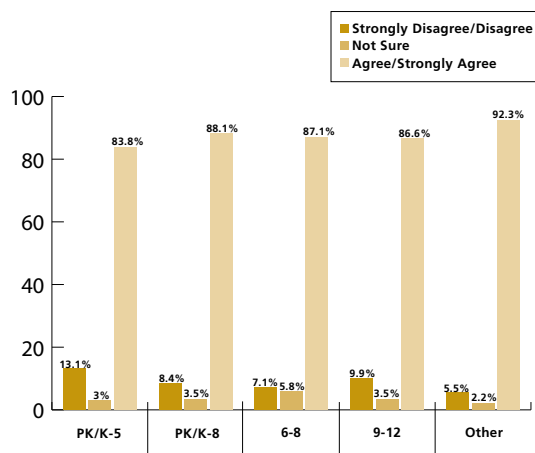


Figure 1F. I am currently pursuing in-service opportunities to improve myself as a teacher. (Teachers)

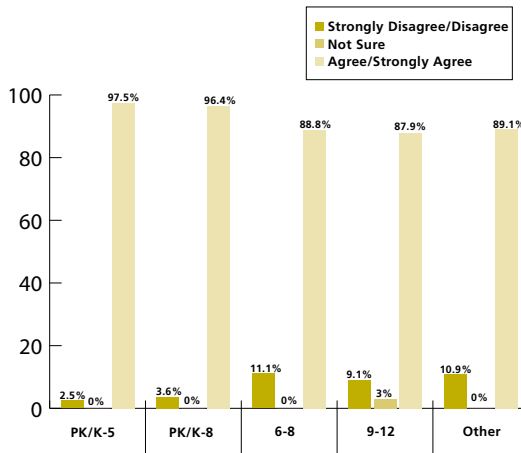


Figure 1G. I am currently pursuing in-service opportunities to improve myself as an administrator. (Administrators)



- Approximately 87% of teachers surveyed agree or strongly agree that they are pursuing in-service opportunities, while almost 10% are not pursuing these opportunities. (Fig. 1A)
- Nine out of ten administrators (91.4%) responded that they agree or strongly agree that they are pursuing in-service opportunities to improve themselves as administrators. (Fig. 1A)
- The majority of teachers (87%) and administrators (91.4%) surveyed agree or strongly agree that they are pursuing in-service opportunities in their respective fields. (Fig. 1A)
- 13.1% of Black teachers, or almost one in eight, strongly disagree or disagree with the statement that they are pursuing in-service opportunities to improve as teachers. (Fig. 1B)
- More than twice as many Black administrators as Hispanic or White administrators (11.8% compared to 5.2% and 4.8%, respectively) responded that they strongly disagree or disagree with the statement that they are pursuing in-service opportunities for professional development. (Fig. 1C)
- Approximately 88% of female teachers responded that they agree or strongly agree that they are currently pursuing in-service opportunities, compared with about 84% of male teachers. (Fig. 1D)
- Almost twice as many male administrators (9.5%) as female administrators (4.8%) strongly disagree or disagree with the statement that they are pursuing in-service opportunities to improve themselves as administrators. (Fig. 1E)
- Almost 94% of female administrators indicate that they agree or strongly agree with this statement, compared with about 88% of male administrators. (Fig. 1E)
- More than twice as many PK/K-5 teachers (13.1%) as teachers in other grade configured schools (5.5%) strongly disagree or disagree with the statement that they are currently pursuing in-service opportunities to improve as teachers. (Fig. 1F)
- 97.5% of PK/K-5 administrators agree or strongly agree that they are pursuing in-service opportunities to improve as administrators, compared with 87.9% of secondary school administrators. (Fig. 1G)
- 97.5% of PK/K-5 administrators agree or strongly agree that they are currently pursuing in-service opportunities to improve as administrators, compared with 83.8% of PK/K-5 teachers who agree or strongly agree that they are currently pursuing in-service opportunities to improve as teachers. (Figs. 1F and 1G)

2. THERE ARE SUFFICIENT OPPORTUNITIES TO LEARN NEW INSTRUCTIONAL METHODS. / I ACTIVELY SEEK OPPORTUNITIES TO HELP TEACHERS LEARN NEW INSTRUCTIONAL METHODS.

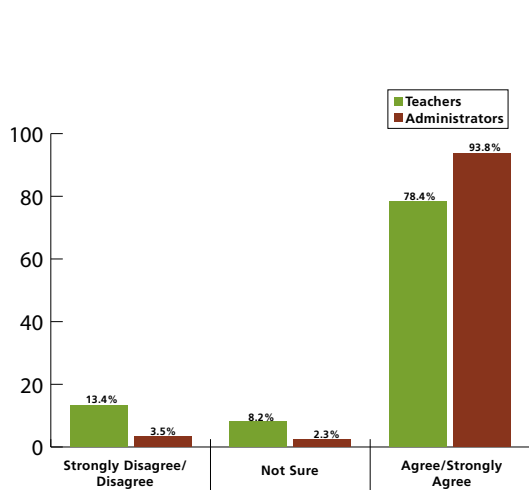


Figure 2A. There are sufficient opportunities to learn new instructional methods. / I actively seek opportunities to help teachers learn new instructional methods. (Teachers and Administrators)

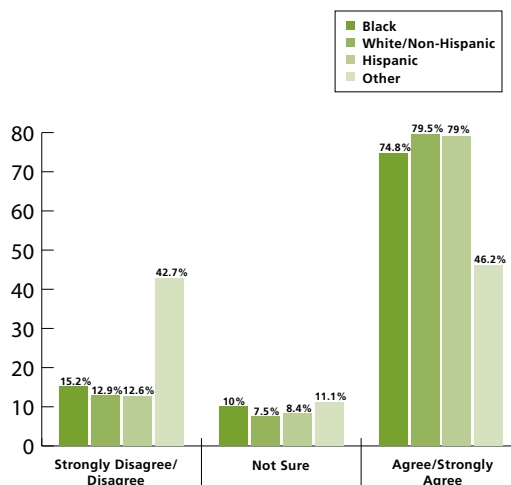


Figure 2B. There are sufficient opportunities to learn new instructional methods. (% within Ethnicity – Teachers)

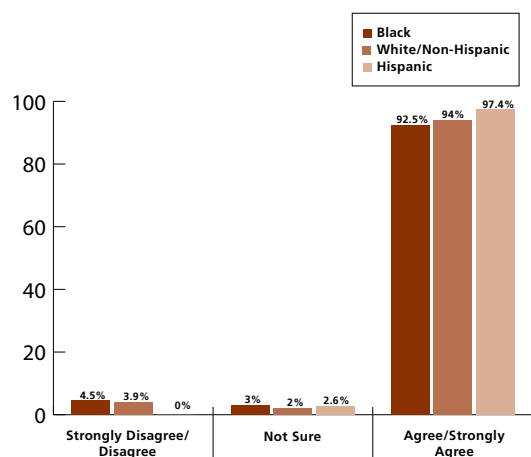


Figure 2C. I actively seek opportunities to help teachers learn new instructional methods. (% within Ethnicity – Administrators)

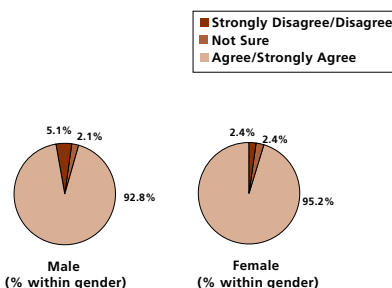


Figure 2D. I actively seek opportunities to help teachers learn new instructional methods. (Administrators)

- 93.8% of administrators surveyed agree or strongly agree that they actively seek opportunities to help teachers learn new instructional methods, compared with 78.4% of teachers surveyed who agree or strongly agree that there are sufficient opportunities to learn new instructional methods. (Fig. 2A)
- 13.4% of teachers surveyed strongly disagree or disagree with the statement that there are sufficient opportunities to learn new instructional methods, compared with 3.5% of administrators surveyed. (Fig. 2A)
- About 79% of White and Hispanic teachers believe that there are sufficient opportunities to learn new instructional methods, compared with about 75% of Black teachers and only 46.2% of teachers

of other ethnicities. (Fig. 2B)

- 97.4% of Hispanic administrators surveyed agree or strongly agree that they actively seek opportunities to help teachers learn new instructional methods, compared with 94% of White administrators and 92.5% of Black administrators surveyed. (Fig. 2C)
- Female administrators are slightly more likely (95.2%) to actively seek opportunities to help teachers learn new instructional methods than are their male counterparts (92.8%). (Fig. 2D)
- 5.1% of male administrators strongly disagree or disagree with the statement that they actively seek out opportunities to help teachers learn new instructional methods, compared with only 2.4% of female administrators. (Fig. 2D)

3. I WOULD BENEFIT FROM MORE PROFESSIONAL DEVELOPMENT PROVIDED BY THE DISTRICT. / TEACHERS AT THIS SCHOOL WOULD BENEFIT FROM MORE PROFESSIONAL DEVELOPMENT.

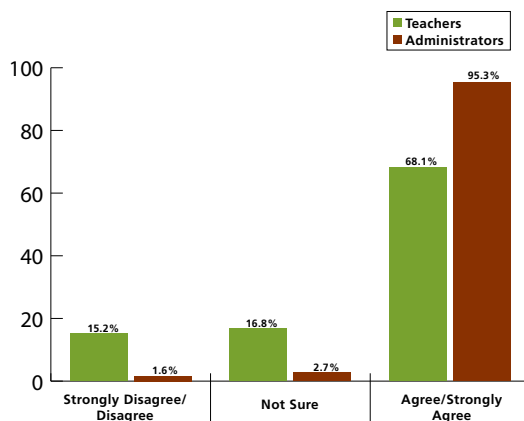


Figure 3A. I would benefit from more professional development provided by the district. / Teachers at this school would benefit from more professional development. (Teachers and Administrators)

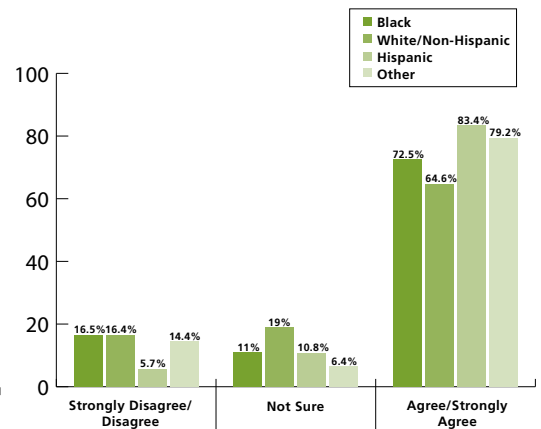


Figure 3B. I would benefit from more professional development provided by the district. (% within Ethnicity – Teachers)

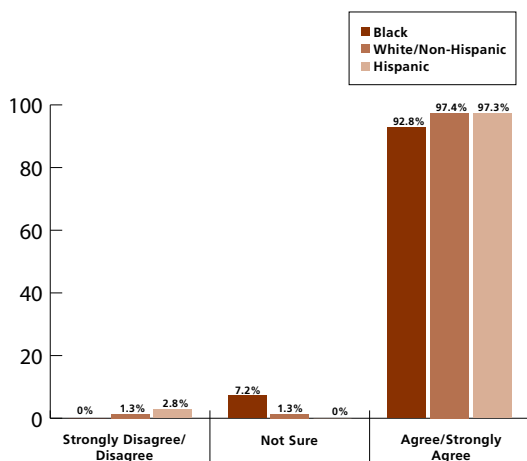


Figure 3C. Teachers at this school would benefit from more professional development. (% within Ethnicity – Administrators)

- While 95.3% of administrators surveyed agree or strongly agree with the statement that the teachers at their school would benefit from more professional development, only 68.1% of teachers share this view. (Fig. 3A)
- 15.2% of teachers surveyed strongly disagree or disagree with the statement that they would benefit from more professional development, compared with only 1.6% of administrators. (Fig. 3A)
- The administrators surveyed agree or strongly agree (95.3%) that teachers at their school would benefit from more professional development. (Fig. 3A)
- Approximately one in six teachers (15.2%) surveyed strongly disagree or disagree with the statement that they would benefit from more professional development provided by the district. (Fig. 3A)
- 83.4% of Hispanic teachers agree or strongly agree with this statement, compared with only 64.6% of White teachers. (Fig. 3B)
- About one in five White teachers (19%) is not sure if this statement is true. (Fig. 3B)

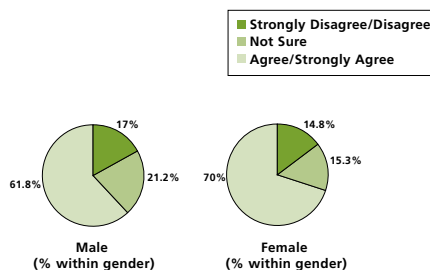


Figure 3D. I would benefit from more professional development provided by the district. (Teachers)

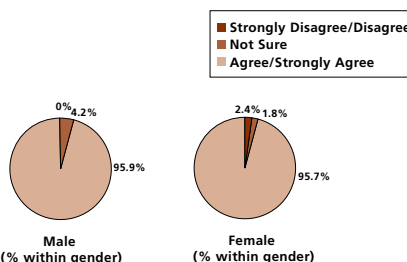


Figure 3E. Teachers at this school would benefit from more professional development. (Administrators)

- About 97% of Hispanic and White administrators (97.3% and 97.4%, respectively) agree or strongly agree that teachers at their school would benefit from more professional development, compared with about 93% of Black administrators. (Fig. 3C)
- 70% of female teachers surveyed agree or strongly agree with the statement that they would benefit from more professional development provided by the district, while only 61.8% of male teachers share this opinion. (Fig. 3D)
- The majority of male and female administrators agrees or strongly agrees that the teachers at their school would benefit from more professional development, but 2.4% of female administrators strongly disagree or disagree with this statement, compared to no male administrators who strongly disagree or disagree. (Fig. 3E)

6 TEACHER AND ADMINISTRATIVE PERSPECTIVE ON Parental Involvement



The partnership between family and school is one of the most important aspects of successful outcomes for any school district. A school cares for a child for approximately seven hours a day, with the balance of the responsibility on the family. Families have a great influence on a child's formation into a respectable, responsible adult. However, in many urban communities, children come from a variety of family configurations and may not have adequate supervision outside of school. Families may not be able to participate in their children's education to the extent that the school sees as appropriate or necessary to achieve results; however, this does not mean that families are not interested in their children's success.

One of the current issues facing urban schools is the lack of involvement by families and the effect this has on students. To solve this dilemma, schools must understand the reasons for this lack of involve-

ment and what they can do to facilitate a better relationship between homes and schools. When families become involved in education, children benefit tremendously. The community serves as a buffer for the child as to whether or not the cycle of poverty will continue, and has the opportunity to offer support for educational and eventual economic advancement (Handel, 1999). Yet if families are not involved, the cycle of poverty and their mistrust of the educational system and other government institutions continue (Lareau, 2003). Through partnerships, schools and families can best determine the needs of each child and create appropriate goals and plans to help that child become successful in school. Consequently, teachers find working with parents gratifying, parents gain a better understanding of teachers' work, and children feel that their parents care about their educational experience (Handel, 1999).

1. PARENTS ARE SUPPORTIVE OF THE SCHOOL AND ITS ACTIVITIES.

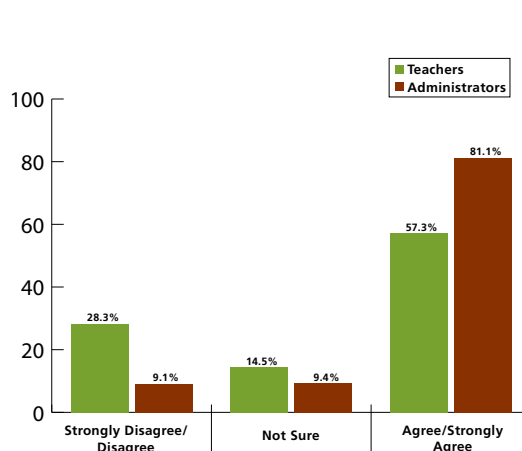


Figure 1A. Parents are supportive of the school and its activities. (Teachers and Administrators)

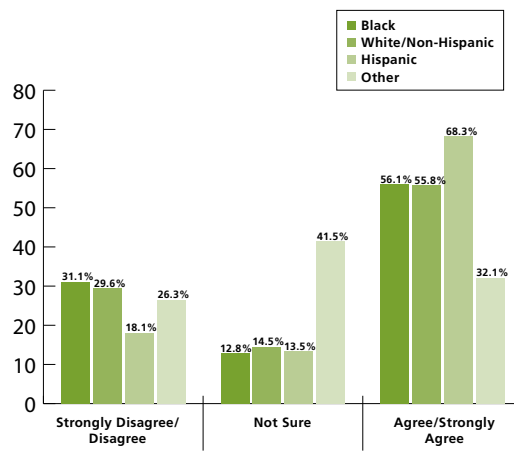


Figure 1B. Parents are supportive of the school and its activities. (% within Ethnicity – Teachers)

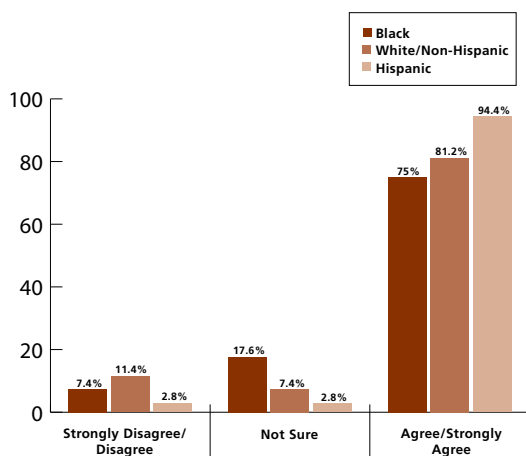


Figure 1C. Parents are supportive of the school and its activities. (% within Ethnicity – Administrators)

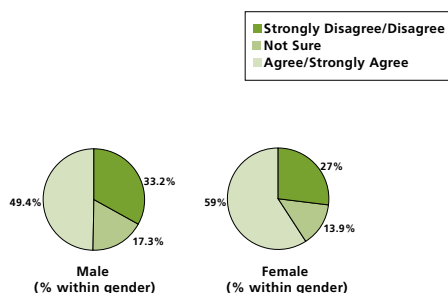


Figure 1D. Parents are supportive of the school and its activities. (Teachers)

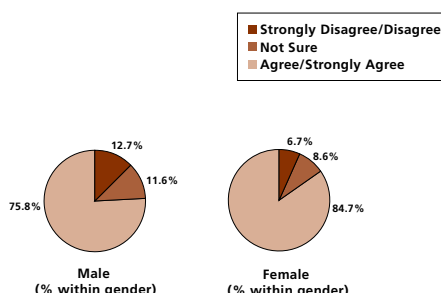


Figure 1E. Parents are supportive of the school and its activities. (Administrators)

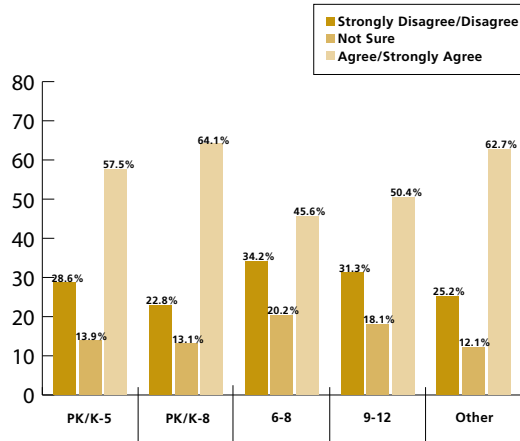


Figure 1F. Parents are supportive of the school and its activities. (Teachers)

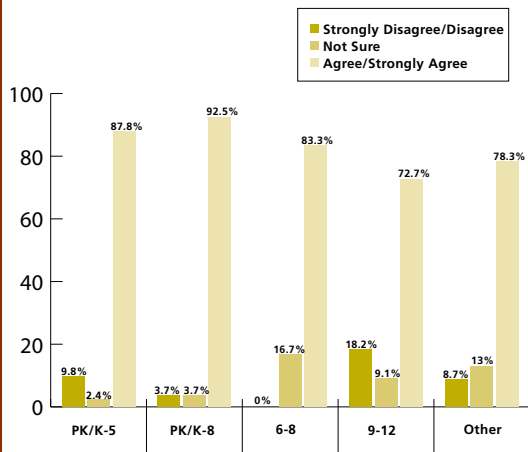


Figure 1G. Parents are supportive of the school and its activities. (Administrators)

- 81.1% of administrators surveyed agree or strongly agree with the statement that parents are supportive of the school and its activities, compared with only 57.3% of teachers surveyed. (Fig. 1A)
- Three times as many teachers as administrators strongly disagree or disagree with the statement that parents are supportive of the school and its activities (28.3% and 9.1%, respectively). (Fig. 1A)
- Over half of teachers surveyed, 57.3%, agree or strongly agree that parents are supportive of the school and its activities. (Fig. 1A)

- More than one in four teachers surveyed (28.3%) strongly disagree or disagree with the statement that parents are supportive of the school and its activities. (Fig. 1A)
- About 80% of administrators agree or strongly agree that parents are supportive of their school and its activities. (Fig. 1A)
- 68.3% of Hispanic teachers agree or strongly agree that parents are supportive. (Fig. 1B)
- Only 75% of Black administrators agree or strongly agree that parents are supportive of their school and its activities. (Fig. 1C)
- Approximately one out of eleven administrators surveyed strongly disagrees or disagrees with the statement that parents are supportive of their school and its activities. (Fig. 1C)
- Approximately 60% of female teachers agree or strongly agree that parents are supportive of the school and its activities, compared with just under half of male teachers (49.4%). (Fig. 1D)
- One-third of male teachers (33.2%) strongly disagrees or disagrees with the statement that parents are supportive of the school and its activities. (Fig. 1D)
- 75.8% of male administrators surveyed agree or strongly agree with the statement that parents are supportive of their school and its activities, compared with 84.7% of female administrators surveyed. (Fig. 1E)
- Over one in ten male administrators surveyed, or 11.6%, are not sure if parents are

supportive of their school and its activities. (Fig. 1E)

- More than one-third of all middle school teachers (34.2%) strongly disagree or disagree with the statement that parents are supportive of their school and its activities, while no middle school administrators strongly disagree or disagree with this statement. (Figs. 1F and 1G)

- Approximately half of secondary school teachers (50.4%) agree or strongly agree that parents are supportive of their school and its activities. (Fig. 1F)
- 92.5% of PK/K-8 administrators surveyed agree or strongly agree that parents are supportive of their school and its activities, compared with 72.7% of secondary school administrators. (Fig. 1G)

2. I HAVE MET MOST OF MY STUDENTS' PARENTS OR ADULT CARETAKER.

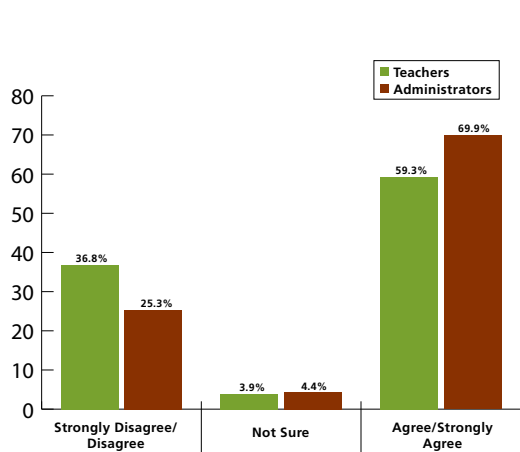


Figure 2A. I have met most of my students' parents or adult caretaker. (Teachers and Administrators)

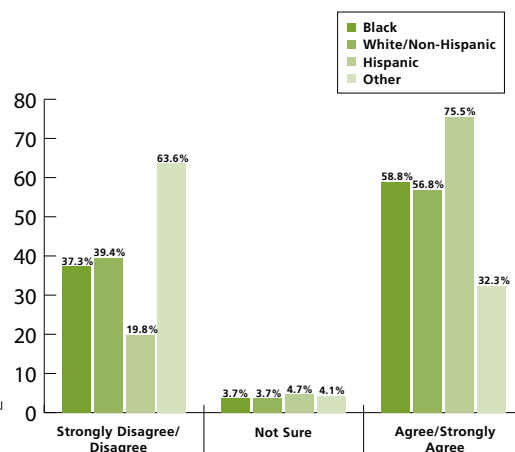


Figure 2B. I have met most of my students' parents or adult caretaker. (% within Ethnicity – Teachers)

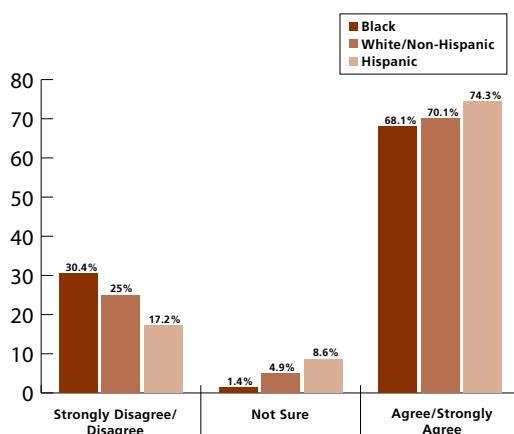


Figure 2C. I have met most of my students' parents or adult caretaker. (% within Ethnicity – Administrators)

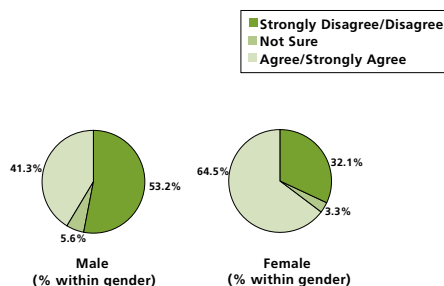


Figure 2D. I have met most of my students' parents or adult caretaker. (Teachers)

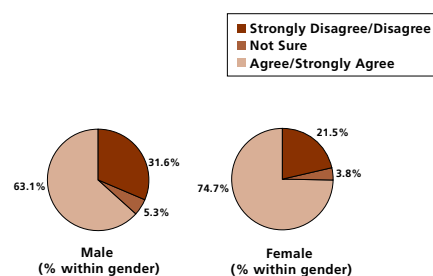


Figure 2E. I have met most of my students' parents or adult caretaker. (Administrators)

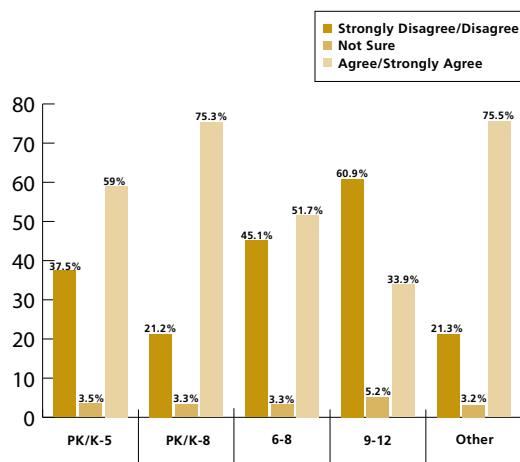


Figure 2F. I have met most of my students' parents or adult caretaker. (Teachers)

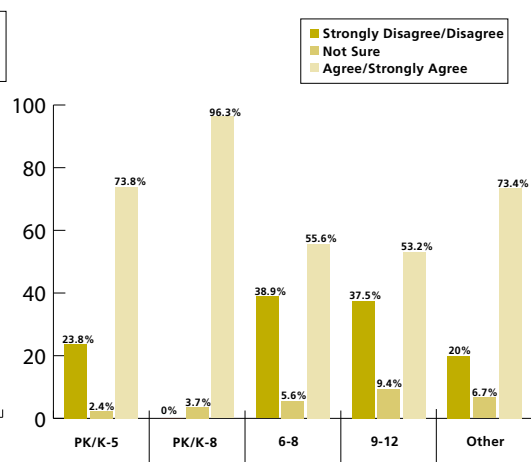


Figure 2G. I have met most of my students' parents or adult caretaker. (Administrators)

- Approximately 70% of administrators surveyed agree or strongly agree that they have met at least one parent or adult caretaker, compared with about 60% of teachers surveyed. (Fig. 2A)
- 36.8% of teachers surveyed strongly disagree or disagree with the statement that they have met at least one parent or guardian. (Fig. 2A)
- 69.9% of administrators surveyed indicate that they agree or strongly agree that they have met most of their students' parents or an adult caretaker. (Fig. 2A)
- Approximately one in four administrators (25.3%) strongly disagrees or dis-

agrees with the statement that they have met most of their students' parents or an adult caretaker. (Fig. 2A)

- 63.3% of teachers identified as other ethnicities strongly disagree or disagree with this statement. (Fig. 2B)
- Just over 30% of Black administrators surveyed indicated that they strongly disagree or disagree with this statement, compared with 25% of White administrators and 17.2% of Hispanic administrators. (Fig. 2C)
- Over half of male teachers (53.2%) strongly disagree or disagree with the statement that they have met most of their

students' parents or an adult caretaker, compared with only 32.1% of female teachers who strongly disagree or disagree. (Fig. 2D)

- 64.5% of female teachers agree or strongly agree that they have met their students' primary caregiver, compared to just 41.3% of male teachers. (Fig. 2D)

- Approximately three-quarters of female administrators, 74.7%, agree or strongly agree that they have met most of their students' parents or an adult caregiver, compared to 63.1% of male administrators. (Fig. 2E)

- Almost one in three male administrators surveyed (31.6%) and about one in five female administrators surveyed (21.5%) strongly disagree or disagree with this statement. (Fig. 2E)

- 60.9% of secondary school teachers surveyed strongly disagree or disagree with the statement that they have met most of their students' parents or an adult caretaker. (Fig. 2F)

- Approximately three in four PK/K-8 teachers and teachers in other grade configured schools (75.3% and 75.5%, respectively) agree or strongly agree that they have met most of their students' parents or an adult caregiver. (Fig. 2F)

- 53.2% of secondary school administrators surveyed agree or strongly agree with the statement that they have met most of their students' parents or an adult caregiver, compared with 96.3% of PK/K-8

administrators. (Fig. 2G)

- Approximately 40% of middle school administrators strongly disagree or disagree with the statement that they have met most of their students' parents or an adult caregiver. (Fig. 2G)

7

TEACHER AND ADMINISTRATIVE Perspective on Safety



Awareness is the first step toward reducing violence in schools. Kadel and Follman (1993) note the importance of understanding both the causes and consequences of violence among students, and having strategies to prevent violence from occurring. In 1998, students at the secondary level were victims of over 2.7 million crimes that occurred at school, including 47 homicides (Institute of Education Sciences, 2001). Yet overall, the rate of student victimization at school has decreased since 1993. The IES perception of schools as a safe place has improved although the general public believes that schools have become increasingly unsafe (Schiraldi & Zienbergen, 2001). Of the 1.9 million crimes that occurred at schools, homicides of school-aged youth on campus have decreased (IES, 2006). However, students continue to state the fear of violence they face out of school, which may contribute to the growing number of students who bring weapons onto school grounds for self-protection.

To improve safety, schools have implemented policies regarding dress codes, in-school police, safety officers, metal detectors, cameras, and stricter codes of conduct; however, none of these measures in isolation can prevent all incidents. Therefore, it is necessary for teachers and administrators to implement programs that focus on the underlying issues of student safety. Climate issues that result from the perceptions of caring, responsibility, and respect often contribute to the degree to which a school is safe. If students are caring, responsible, and respectful citizens within the school community, it is possible for such behaviors to be carried over into the broader community. Schools have to work with outside agencies as well as develop internal programs to insure a safe climate that will support academic progress.

1. THIS SCHOOL IS A SAFE PLACE IN WHICH TO WORK.

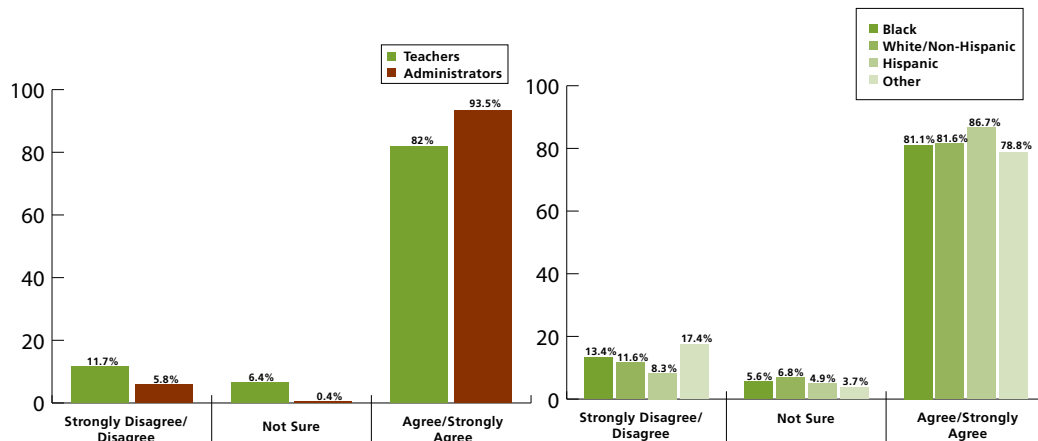


Figure 1A. This school is a safe place in which to work. (Teachers and Administrators)

Figure 1B. This school is a safe place in which to work. (% within Ethnicity – Teachers)

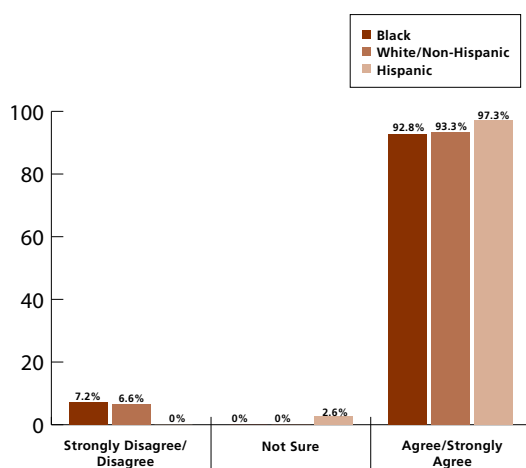


Figure 1C. This school is a safe place in which to work. (% within Ethnicity – Administrators)

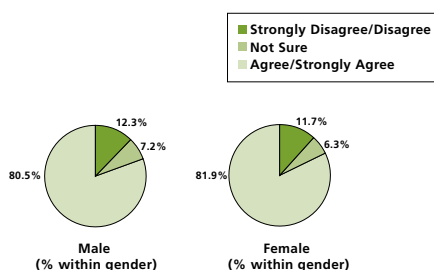


Figure 1D. This school is a safe place in which to work. (Teachers)

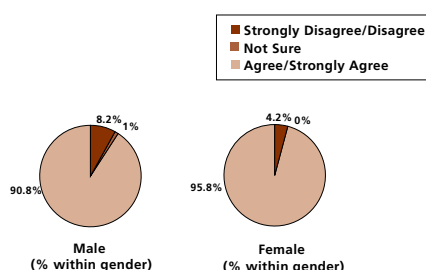


Figure 1E. This school is a safe place in which to work. (Administrators)

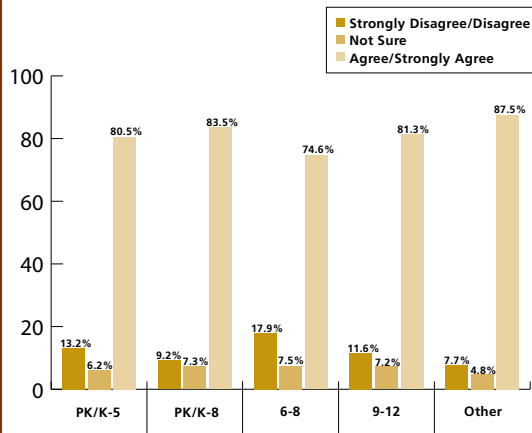


Figure 1F. This school is a safe place in which to work. (Teachers)

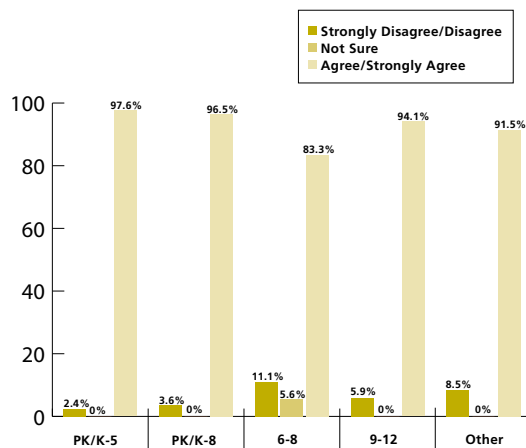


Figure 1G. This school is a safe place in which to work. (Administrators)

- The majority of administrators surveyed (93.5%) agrees or strongly agrees that the school in which they work is a safe place. (Fig. 1A)
- Almost 12% of teachers surveyed strongly disagree or disagree that their school is a safe place in which to work. (Fig. 1A)
- More than twice as many teachers as administrators strongly disagree or disagree with the statement that their school is a safe place in which to work (11.7% and 5.8%, respectively). (Fig. 1A)
- 82% of teachers surveyed agree or

strongly agree with the statement that their school is a safe place in which to work, compared with 93.5% of administrators surveyed. (Fig. 1A)

- Very few administrators (.4%) are unsure about whether or not they are in a safe work environment.

(Fig. 1A)

- About 87% of Hispanic teachers feel safe in their schools, compared with about 81% of Black and White teachers and only about 79% of teachers of other ethnicities.

(Fig. 1B)

- Black administrators feel slightly less safe than do their White counterparts, with 7.2% of Black and 6.6% of White administrators strongly disagreeing or disagreeing with the statement that their school is a safe place in which to work. No Hispanic administrators indicated that they feel unsafe. (Fig. 1C)

- Male and female teachers had virtually the same response to the statement that their school is a safe place to work, with the majority, just over 80%, agreeing or strongly agreeing that their school is a safe place in which to work. (Fig. 1D)

- 95.8% of female administrators agree or strongly agree that their school is a safe place to work, compared with 90.8% of male administrators. (Fig. 1E)

- Almost twice as many male administrators as female administrators (8.2% and 4.2%, respectively) strongly disagree or disagree with the statement that their school

is a safe place to work. (Fig. 1E)

- Approximately 18% of middle school teachers strongly disagree or disagree with the statement that their school is a safe place in which to work. (Fig. 1F)
- 97.6% of PK/K-5 administrators agree or strongly agree with the statement that their school is a safe place in which to work,

compared with 83.3% of middle school administrators. (Fig. 1G)

- Just over one in ten middle school administrators (11.1%) strongly disagrees or disagrees with the statement that their school is a safe place in which to work. (Fig. 1G)

2. STUDENTS AT THIS SCHOOL FIGHT A LOT.

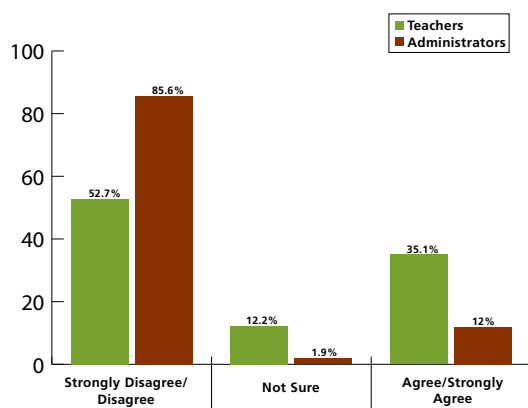


Figure 2A. Students at this school fight a lot. (Teachers and Administrators)

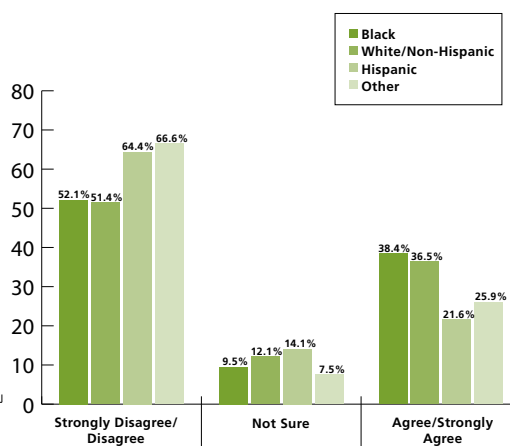


Figure 2B. Students at this school fight a lot. (% within Ethnicity – Teachers)

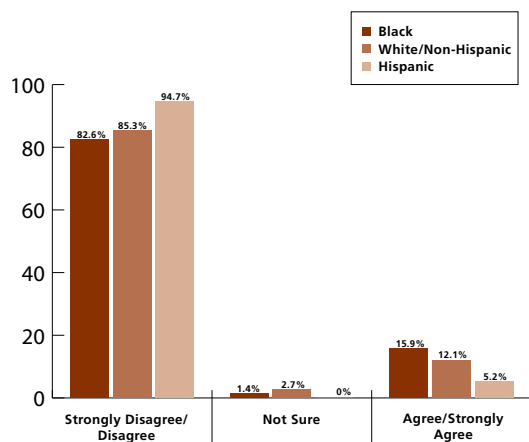


Figure 2C. Students at this school fight a lot. (% within Ethnicity – Administrators)

- About eight out of ten administrators surveyed (85.6%) strongly disagree or disagree with the statement that students at their school fight a lot, compared with about five out of ten teachers surveyed (52.7%). (Fig. 2A)
- Almost three times as many teachers (35.1%) as administrators (12%) agree or strongly agree with the statement that students at their school fight a lot. (Fig. 2A)
- Just over half of teachers (52.7%) strongly disagree or disagree with the statement that students in their school fight a lot. (Fig. 2A)
- 35% of teachers responded that they agree or strongly agree that the students in their school fight a lot. (Fig. 2A)
- 12%, or more than one in ten, of administrators surveyed agree or strongly agree that the students in their schools fight a lot. (Fig. 2A)
- Approximately 38% of Black teachers and about 37% of White teachers agree or strongly agree with this statement, compared with approximately 22% of Hispanic and 26% of those of other ethnicities. (Fig. 2B)
- Almost 16% of Black administrators and about 12% of White administrators agree or strongly agree that students in their school fight a lot, compared with just 5.2% of Hispanic administrators. (Fig. 2C)
- 94.7% of Hispanic administrators strongly disagree or disagree with the statement that students in their schools fight a lot, compared with 85.3% of White administrators and only 82.6% of Black administrators. (Fig. 2C)

3. SOME CHILDREN CARRY GUNS OR KNIVES IN THIS SCHOOL.

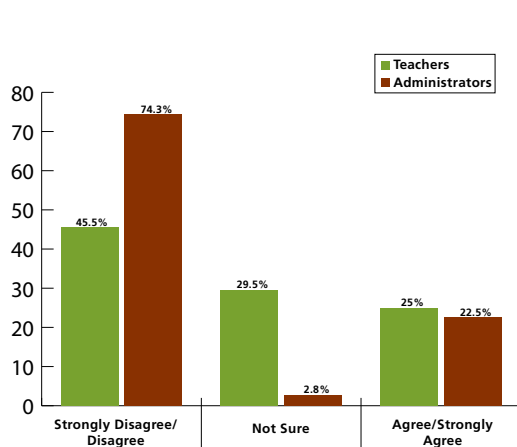


Figure 3A. Some children carry guns or knives in this school.
(Teachers and Administrators)

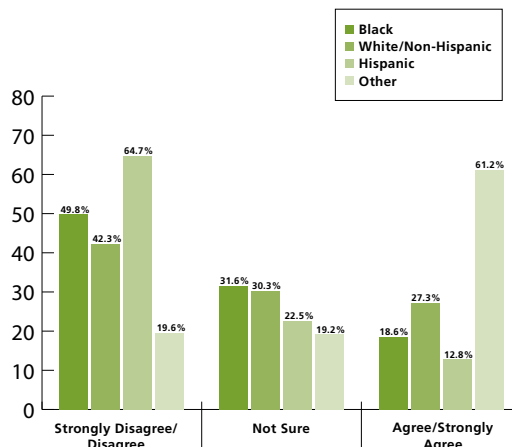


Figure 3B. Some children carry guns or knives in this school.
(% within Ethnicity – Teachers)

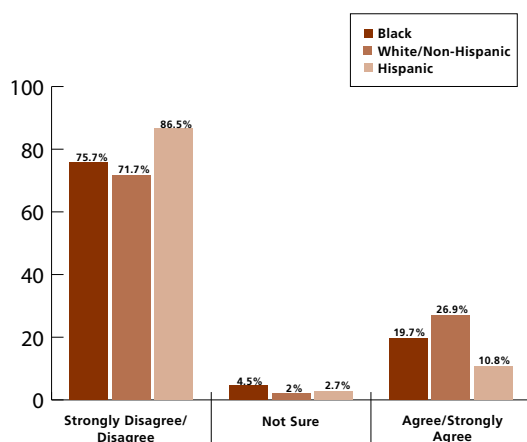


Figure 3C. Some children carry guns or knives in this school.
(% within Ethnicity – Administrators)

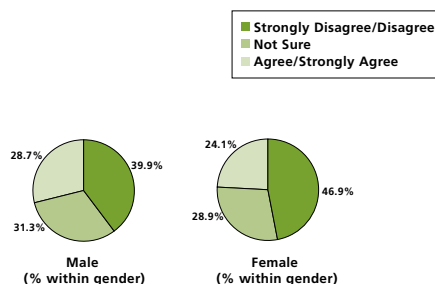


Figure 3D. Some children carry guns or knives in this school.
(Teachers)

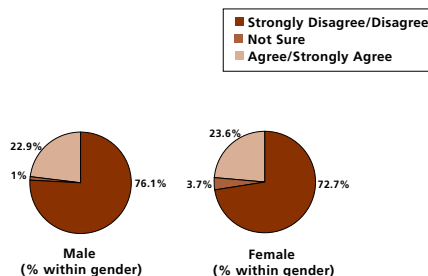


Figure 3E. Some children carry guns or knives in this school.
(Administrators)

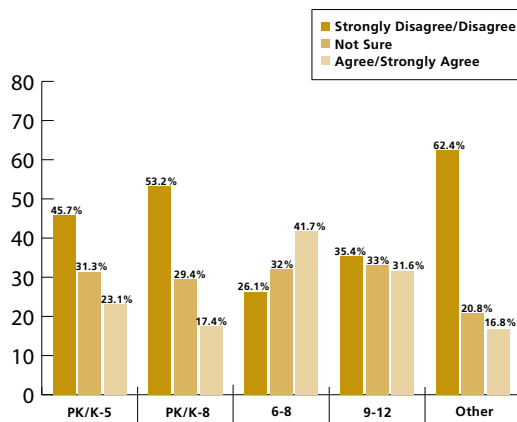


Figure 3F. Some children carry guns or knives in this school. (Teachers)

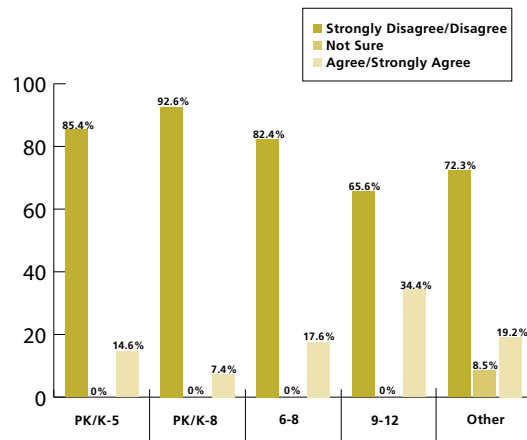


Figure 3G. Some children carry guns or knives in this school. (Administrators)

- Less than half of teachers surveyed, 45.5%, strongly disagree or disagree with the statement that some children carry guns or knives in their school, compared with almost three-quarters, 74.3%, of administrators surveyed. (Fig. 3A)
- One-quarter of teachers surveyed, 25%, agree or strongly agree that some children carry guns or knives in their school; another 29.5% are unsure. (Fig. 3A)
- More than one in five administrators surveyed (22.5%) agree or strongly agree that some children carry guns or knives in

their school. (Fig. 3A)

- Just under three-quarters of administrators surveyed (74.3%) strongly disagree or disagree with the statement that some children carry guns or knives in their school.

(Fig. 3A)

- About 65% of Hispanic teachers strongly disagree or disagree with this statement, compared with only about 20% of teachers identified as other ethnicities. (Fig. 3B)

- More than twice as many White administrators agree or strongly agree with this statement as Hispanic administrators (26.9% and 10.8%, respectively).

(Fig. 3C)

- Just under half of female teachers surveyed (46.9%) and even fewer male teachers (39.9%) strongly disagree or disagree with the statement that some children carry guns or knives in their school.

(Fig. 3D)

- Almost 30% of male respondents agree or strongly agree that some children carry guns or knives in their school, compared with about one-quarter of female teachers (24.1%). (Fig. 3D)

- 76.1% of male administrators strongly disagree or disagree with the statement that some children carry guns or knives in their school, compared with 72.7% of female administrators. (Fig. 3E)

- More than twice as many teachers in other grade configured schools (62.4%) as

middle school teachers (26.1%) strongly disagree or disagree with the statement that some children carry guns or knives to school. (Fig. 3F)

- Approximately one-quarter of PK/K-5 teachers surveyed (23.1%) agree or strongly agree that some children carry guns or knives in their school. (Fig. 3F)
- More than one-third of secondary school administrators, 34.4%, agree or strongly

agree that some children carry guns or knives in their school, compared with 7.4% of PK/K-8 administrators. (Fig. 3G)

- 41.7% of middle school teachers agree or strongly agree that some children carry guns or knives in their school, compared with 17.6% of middle school administrators who agree or strongly agree with this statement. (Figs. 3F and 3G)

8

TEACHER AND ADMINISTRATIVE PERSPECTIVE ON Trust, Respect, and Ethos of Caring



Without trust, sustainable improvements in schools are not possible (Byrk & Schneider, 2002). Parents, teachers, principals, and students all have specialized roles, yet each role requires the player to interact with others in a manner that requires a deep level of trust. It is necessary that schools foster a sense of trust at the core of their school community to ensure that positive reforms occur and bring about positive academic and social achievements for all students.

Relational trust, as defined by Byrk and Schneider (2002), is “founded both on beliefs and observed behavior,” allows people to discern others’ intentions, and occurs in role relationships set by the school. It culminates in consequences such as decision-making, support, and moral authority (p. 22). In a school, teachers, students, principals, and parents rely on each other to accomplish specific tasks. As people demonstrate caring behavior within these relationships, levels of trust deepen, more commitment is achieved,

and a greater sense of community develops (p. 25).

Good schools provide teachers who model caring behaviors and expect students to care for others as well. Schools that had clean and secure physical environments and promoted fairness, equality, caring, and respect demonstrated higher levels of academic success (Benninga, Berkowitz, Kuehn, & Smith, 2006). The message to students is that the teachers care about them and want them to do well. Therefore, students are motivated to try harder. It is important for adults in the school to remember that students view situations differently. Each interaction between a student and an adult “has enormous influence in shaping that adolescent’s developing sense of self” (Cushman, 2005). Thus, teachers and principals must be conscious of each interaction and make each as respectful and caring as possible. It is important to recognize that the delivery of the instruction is as important as the content.

1. STUDENTS AT THIS SCHOOL TRUST THE TEACHERS.

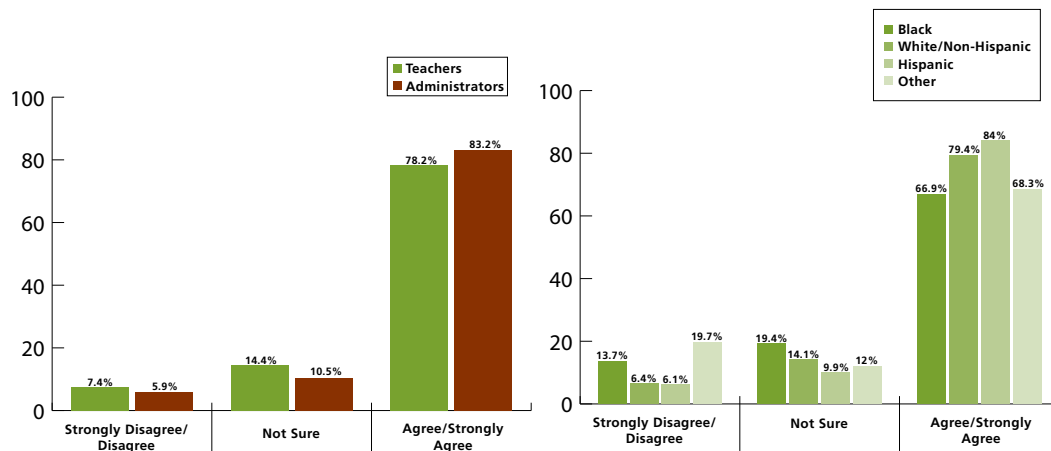


Figure 1A. Students at this school trust the teachers. (Teachers and Administrators)

Figure 1B. Students at this school trust the teachers. (% within Ethnicity – Teachers)

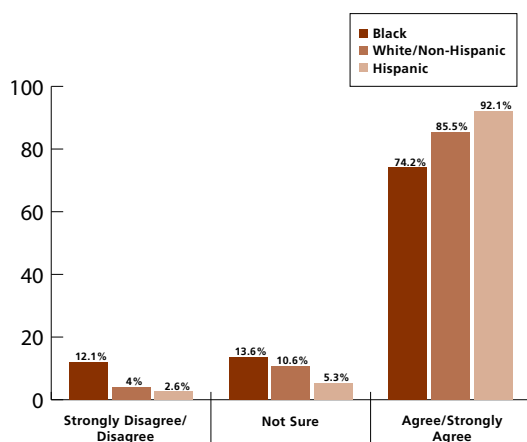


Figure 1C. Students at this school trust the teachers. (% within Ethnicity – Administrators)

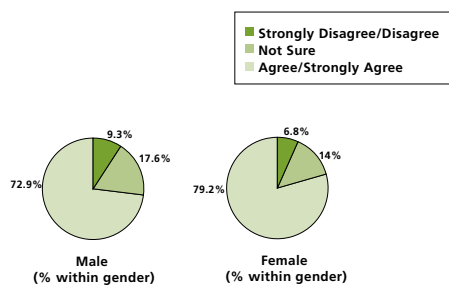


Figure 1D. Students at this school trust the teachers. (Teachers)

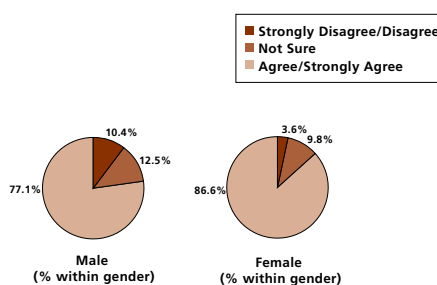


Figure 1E. Students at this school trust the teachers. (Administrators)

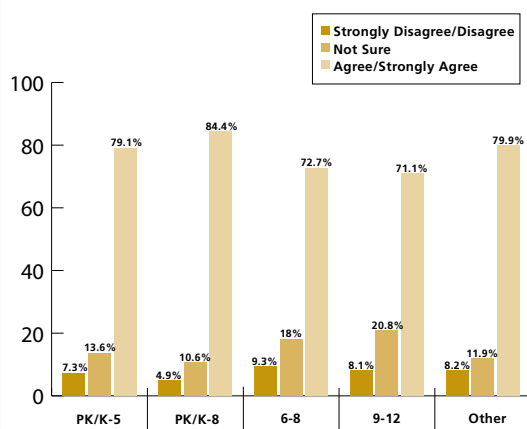


Figure 1F. Students at this school trust the teachers. (Teachers)

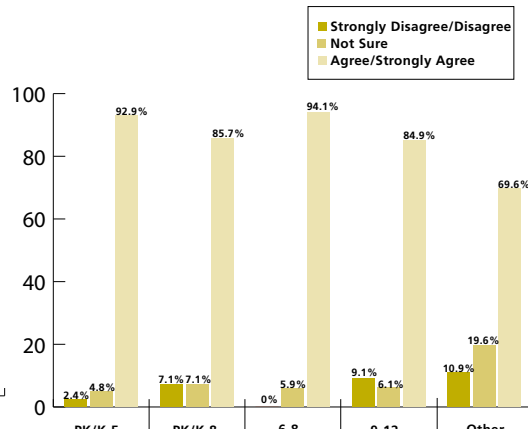


Figure 1G. Students at this school trust the teachers. (Administrators)

- A majority of teachers and administrators surveyed (78.2% and 83.2%, respectively) agree or strongly agree that the students in their schools trust the teachers. (Fig. 1A)
- Just over 80% of teachers surveyed agree or strongly agree that students trust the teachers. (Fig. 1A)
- Just over 80% of administrators surveyed agree or strongly agree that students at their school trust the teachers. (Fig. 1A)
- Just over one in ten administrators surveyed, 10.5%, are unsure of whether or not the students at their school trust the teachers. (Fig. 1A)
- 84% of Hispanic teachers agree or strongly agree that students at their school trust the teachers, compared with only 66.9% of Black teachers. (Fig. 1B)
- 12.1% of Black administrators strongly disagree or disagree with the statement that students trust the teachers, compared with 4% of White administrators and 2.6% of Hispanic administrators. (Fig. 1C)
- 92.1% of Hispanic administrators surveyed agree or strongly agree with this statement, compared with only 74.2% of Black administrators. (Fig. 1C)
- Almost 10% of male teachers surveyed strongly disagree or disagree with the statement that students trust the teachers at their school. (Fig. 1D)
- 79.2% of female teachers responded that they agree or strongly agree with this statement, compared with 72.9% of male teachers. (Fig. 1D)
- 86.6% of female administrators agree or strongly agree with the statement that students at their school trust the teachers, compared with only 77.1% of male administrators. (Fig. 1E)
- 10.4% of male administrators strongly disagree or disagree with the statement that the students at their school trust the teachers, compared with only 3.6% of female administrators. (Fig. 1E)

- Just over one in ten male administrators strongly disagree or disagree with the statement that students at their school trust the teachers. (Fig. 1E)

- 9.3% of middle school teachers strongly disagree or disagree with the statement that students at their school trust the teachers. (Fig. 1F)

- 84.4% of PK/K-8 teachers agree or strongly agree that students at their school trust the teachers, compared with 71.1% of

secondary school teachers. (Fig. 1F)

- 94.1% of middle school administrators agree or strongly agree that students at their school trust the teachers, compared with 69.6% of administrators in alternatively configured schools. (Fig. 1G)

- 72.7% of middle school teachers surveyed agree or strongly agree that students at their school trust the teachers, compared with 94.1% of middle school administrators. (Figs. 1F and 1G)

2. I RESPECT THE STUDENTS.

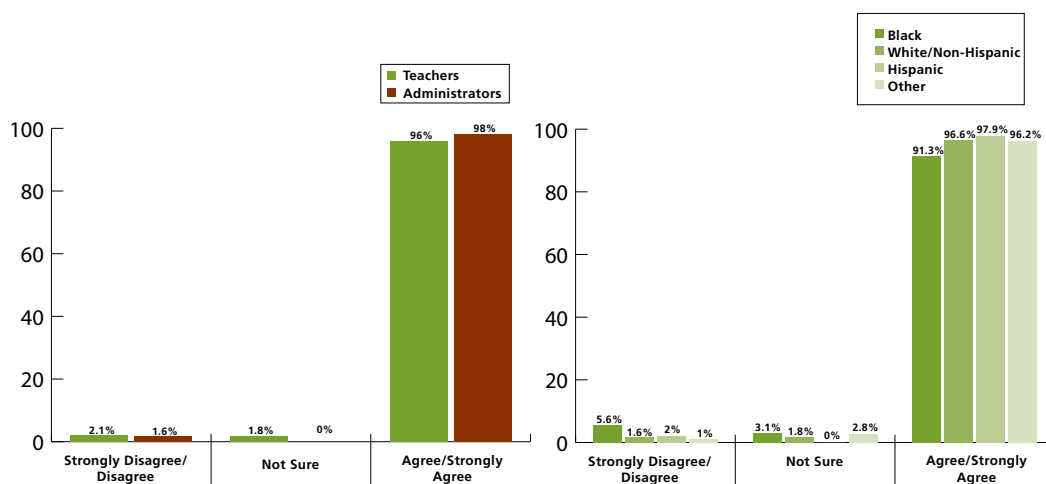


Figure 2A. I respect the students. (Teachers and Administrators)

Figure 2B. I respect the students. (% within Ethnicity – Teachers)

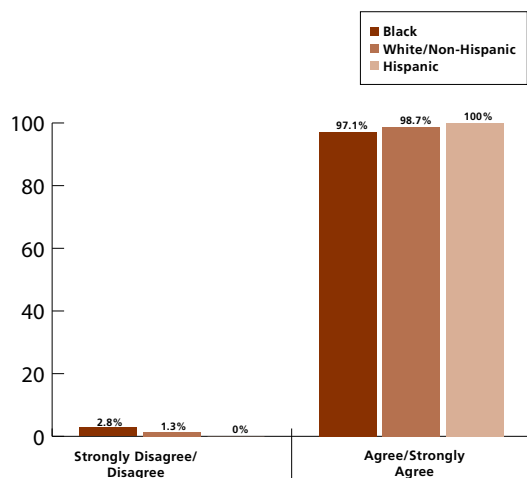


Figure 2C. I respect the students. (% within Ethnicity – Administrators)

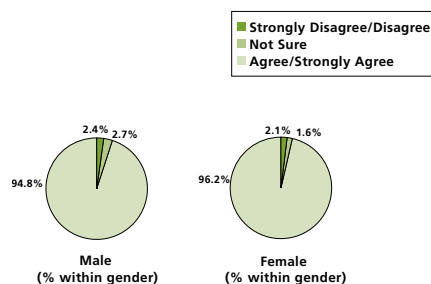


Figure 2D. I respect the students. (Teachers)

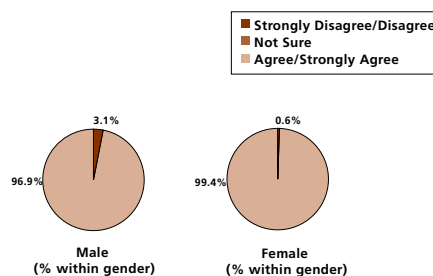


Figure 2E. I respect the students. (Administrators)

- Teachers and administrators share the belief that they respect the students, with 96% and 98% (respectively) agreeing or strongly agreeing with this statement. (Fig. 2A)
- The majority of teachers surveyed, 96%, agree or strongly agree with the statement that they respect the students in their school. (Fig. 2A)
- A majority of administrators surveyed, 98%, agree or strongly agree with the statement that they respect the students. (Fig. 2A)
- About 98% of Hispanic teachers surveyed agree or strongly agree that they respect the students, compared with about 91% of Black teachers. (Fig. 2B)
- More than twice as many Black administrators (2.8%) as White and Hispanic administrators (1.3% and 0%, respectively), strongly disagree or disagree with the statement that they respect the students. (Fig. 2C)
- The majority of male and female teachers indicate (94.8% and 96.2%, respectively) that they agree or strongly agree with the statement that they respect the students. (Fig. 2D)
- Almost all female administrators surveyed (99.4%) agree or strongly agree that they respect the students, while slightly fewer male administrators surveyed (96.9%) agree or strongly agree with this statement. (Fig. 2E)

3. TEACHERS AT THIS SCHOOL CARE WHETHER OR NOT THE STUDENTS ARE SUCCESSFUL.

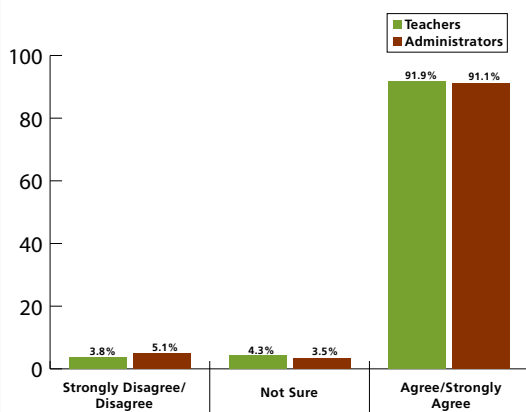


Figure 3A. Teachers at this school care whether or not the students are successful. (Teachers and Administrators)

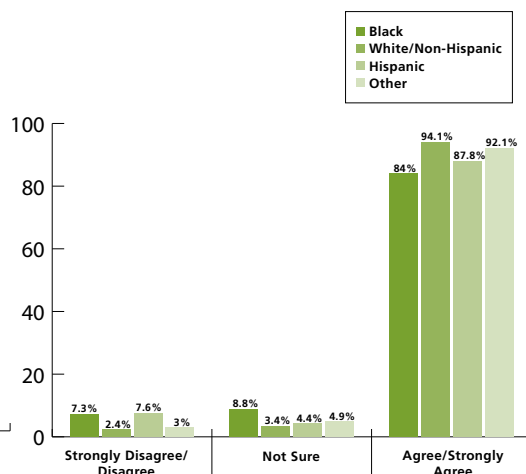


Figure 3B. Teachers at this school care whether or not the students are successful. (% within Ethnicity – Teachers)

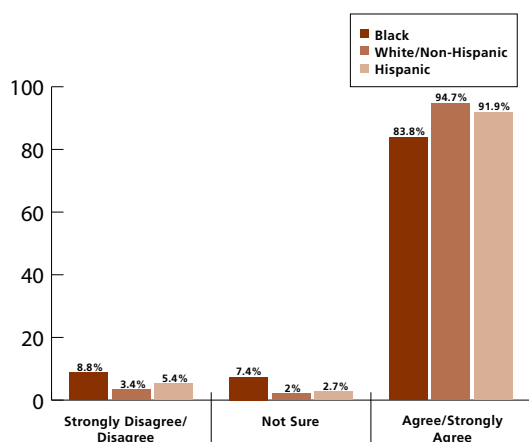


Figure 3C. Teachers at this school care whether or not the students are successful. (% within Ethnicity – Administrators)

- Teachers (91.9%) and administrators (91.1%) are in agreement that teachers at their school care whether or not the students are successful. (Fig. 3A)

- A majority of teachers, 91.9%, agree or strongly agree that teachers at their school care whether or not the students are successful. (Fig. 3A)

- Nine out of ten administrators surveyed, or 91.1%, agree or strongly agree with the statement that teachers at their school care whether or not the students are successful. (Fig. 3A)

- 94.1% of White teachers agree or strongly agree with this statement, compared with only 84% of Black teachers. (Fig. 3B)

- 7.6% of Hispanic teachers strongly disagree or disagree with the statement that teachers at their school care whether or not the students are successful, compared with 2.4% of White teachers. (Fig. 3B)

- Approximately one in twelve Black administrators surveyed (8.8%) strongly disagree or disagree with this statement, compared with

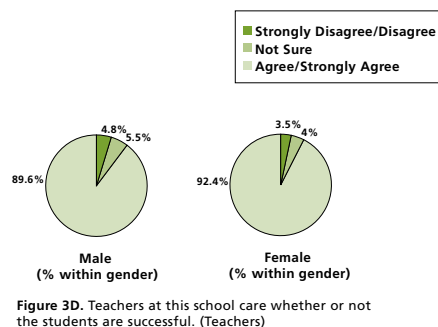


Figure 3D. Teachers at this school care whether or not the students are successful. (Teachers)

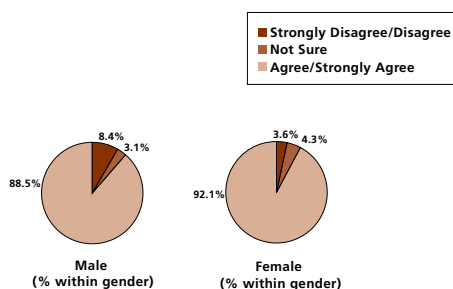


Figure 3E. Teachers at this school care whether or not the students are successful. (Administrators)

5.4% of Hispanic administrators and 3.4% of White administrators. (Fig. 3C)

- Male and female teachers strongly believe that the teachers in their school care about the success of their students, with 89.6% of males and 92.4% of females agreeing or strongly agreeing with this statement. (Fig. 3D)

- Female administrators are slightly more likely to agree or strongly agree with the statement that teachers at their school care whether or not the students are successful than are their male counterparts, with 92.1% and 88.5% (respectively) agreeing or strongly agreeing. (Fig. 3E)

- More than twice as many male administrators (8.4%) as female administrators (3.6%) strongly disagree or disagree with the statement that teachers at this school care whether or not the students are successful. (Fig. 3E)

4. TEACHERS ARE NOT FAIR TO SOME STUDENTS AT THIS SCHOOL.

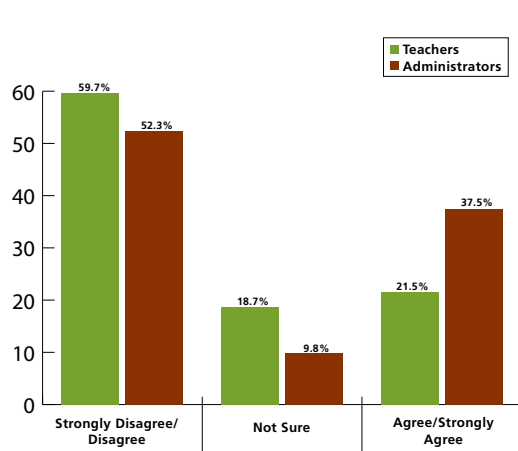


Figure 4A. Teachers are not fair to some students at this school. (Teachers and Administrators)

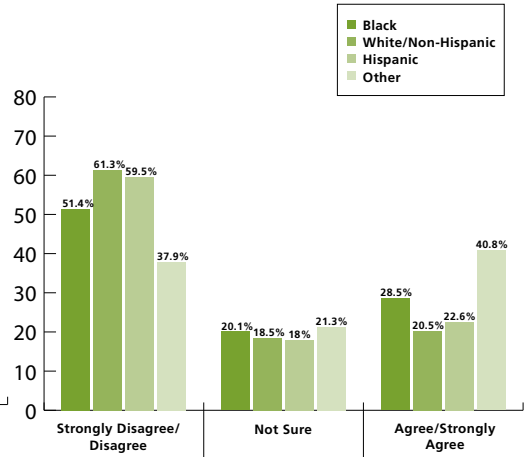


Figure 4B. Teachers are not fair to some students at this school. (% within Ethnicity – Teachers)

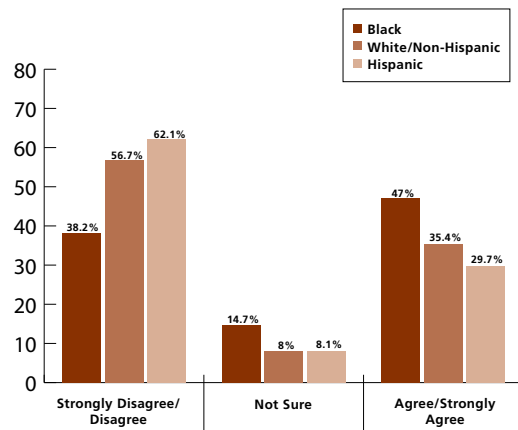


Figure 4C. Teachers are not fair to some students at this school. (% within Ethnicity – Administrators)

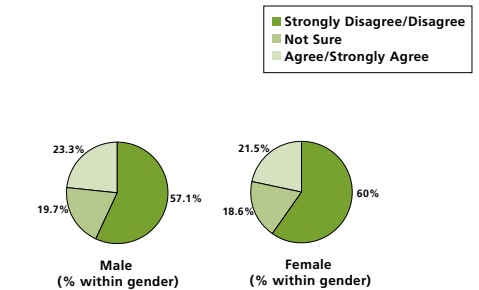


Figure 4D. Teachers are not fair to some students at this school. (Teachers)

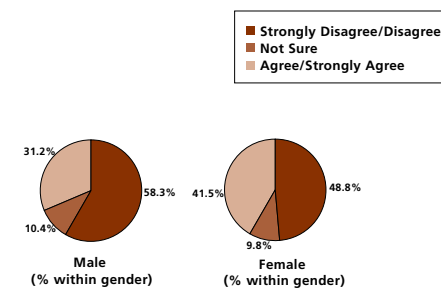


Figure 4E. Teachers are not fair to some students at this school. (Administrators)

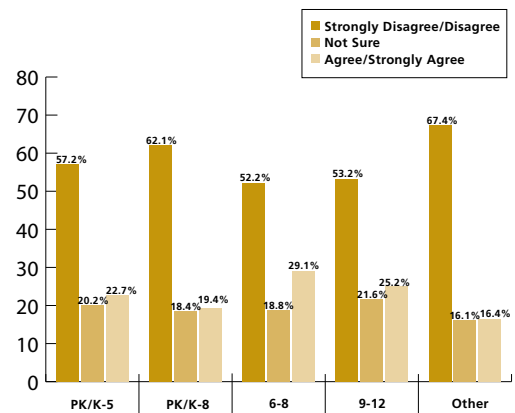


Figure 4F. Teachers are not fair to some students at this school. (Teachers)

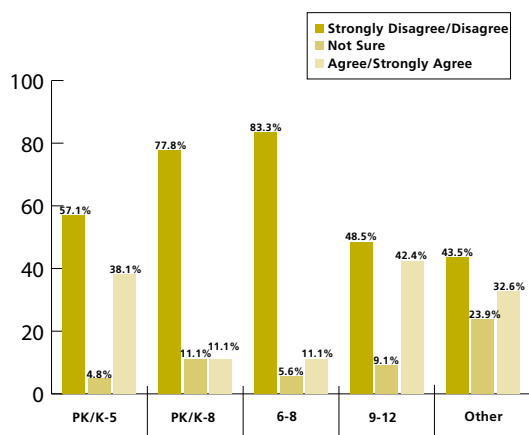


Figure 4G. Teachers are not fair to some students at this school. (Administrators)

- 37.5% of administrators surveyed agree or strongly agree with the statement that teachers are not fair to some students, compared with 21.5% of teachers surveyed. (Fig. 4A)
- Approximately one out of every five teachers (21.5%) surveyed agrees or strongly agrees with the statement that teachers are not fair to some students. (Fig. 4A)
- 18.7% of teachers surveyed are not sure if the teachers are not fair to some students. (Fig. 4A).
- Just over half of administrators surveyed (52.3%) strongly disagree or disagree with the statement that teachers are not fair to some students at their school. (Fig. 4A)
- 37.5% of administrators surveyed, or just over one in two, agree or strongly agree that teachers are not fair to some students at their school. (Fig 4A)
- About one in ten, or 9.8%, of administrators surveyed are not sure if this statement is true. (Fig. 4A)
- 40.8% of teachers of other ethnicities agree or strongly agree with the statement that some teachers are not fair to some students, com-

pared with 20.2% of White teachers. (Fig. 4B)

- 47% of Black administrators agree or strongly agree that teachers are not fair to some students at their school, compared to 35.4% of White administrators and 29.7% of Hispanic administrators. (Fig. 4C)
- Male teachers are slightly more likely to agree or strongly agree that teachers are not fair to some students at their school than are female teachers (23.3% and 21.5%, respectively). (Fig.4D)
- 41.5% of female administrators agree or strongly agree with the statement that teachers are not fair to some students in their school, compared with 31.2% of male administrators. (Fig. 4E)
- Less than half of female administrators (48.8%) strongly disagree or disagree with the statement that teachers are not fair to some students at their school. (Fig. 4E)
- Just over one-quarter of secondary school teachers surveyed, 25.2%, agree or strongly agree that teachers are not fair to some students at their school. (Fig. 4F)
- 42.4% of secondary school administrators agree or strongly agree with the statement that teachers are not fair to some students at their school, compared with 11.1% of both PK/K-8 and middle school administrators. (Fig. 4G)
- 83.3% of middle school administrators strongly disagree or disagree with the statement that teachers are not fair to some students at their school, compared with only 52.2% of middle school teachers. (Figs. 4F and 4G)

5. TEACHERS AT THIS SCHOOL WORK TO FOSTER A SUPPORTIVE CLIMATE FOR THE STUDENTS.

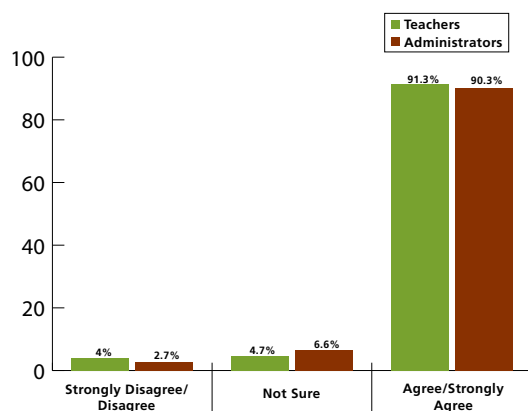


Figure 5A. Teachers at this school work to foster a supportive climate for the students. (Teachers and Administrators)

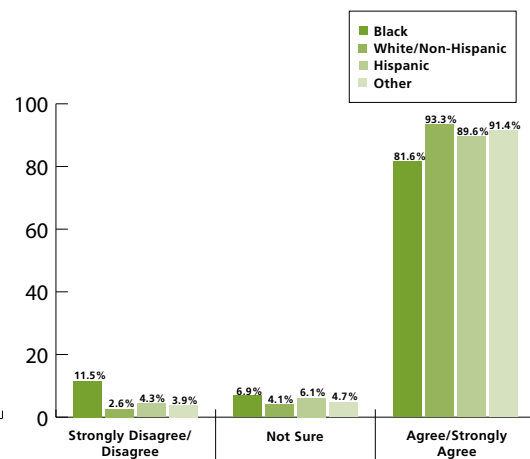


Figure 5B. Teachers at this school work to foster a supportive climate for the students. (% within Ethnicity – Teachers)

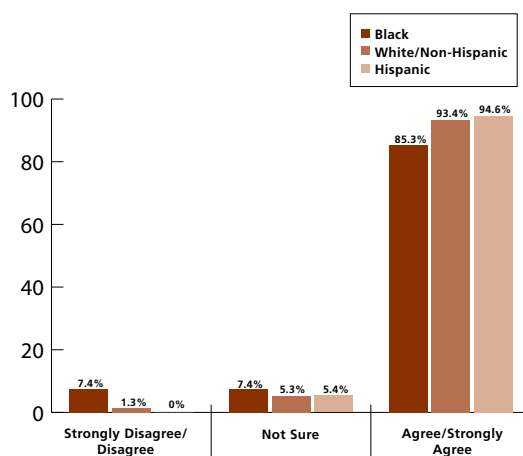


Figure 5C. Teachers at this school work to foster a supportive climate for the students. (% within Ethnicity – Administrators)

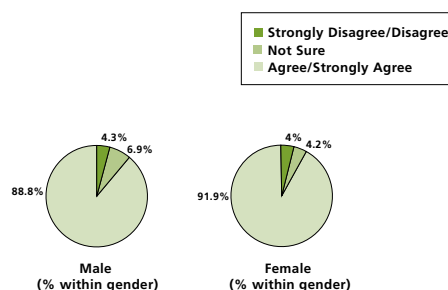


Figure 5D. Teachers at this school work to foster a supportive climate for the students. (Teachers)

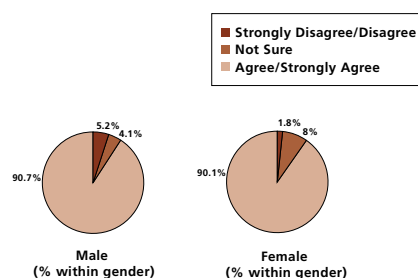


Figure 5E. Teachers at this school work to foster a supportive climate for the students. (Administrators)

- 91.3% of teachers surveyed and 90.3% of administrators surveyed, or about nine out of ten, agree or strongly agree that the teachers in their school work to foster a supportive climate for students. (Fig. 5A)
- Approximately nine out of ten administrators surveyed, or 90.3%, agree or strongly agree that teachers at their school work to foster a supportive climate for the students. (Fig. 5A)
- Just over one in ten Black teachers surveyed (11.5%) strongly disagree or disagree with the statement that teachers work to foster a supportive climate, compared with only 2.6% of White teachers. (Fig. 5B)
- More than five times as many Black administrators (7.4%) than any other ethnicity strongly disagree or disagree with

the statement that the teachers in their school work to foster a supportive climate for students. (Fig. 5C)

- Male and female teachers indicate a strong belief that the teachers at their school work to foster a supportive climate for the students, with 88.8% of males and 91.9% of females agreeing to strongly agreeing with this statement. (Fig. 5D)
- 5.2% of male administrators surveyed strongly disagree or disagree with the statement that teachers at their school work to foster a supportive climate for students. (Fig. 5E)
- 8% of female administrators surveyed, or approximately one in twelve, are not sure if the teachers at their school work to foster a supportive climate for students. (Fig. 5E)

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SELECTED ANNOTATED Bibliography



TEACHERS PERSPECTIVE ON BULLYING

Dake, J.A., Price, J.H., Telljohann, S.K., & Funk, J.B. (2003, November). Teacher perceptions and practices regarding school bullying prevention. *Journal of School Health, 73*(9), 347-355.

This study compared teacher perceptions on bullying and their corresponding classroom activities regarding bullying prevention using a nationwide quantitative survey of 700 elementary schools. One teacher from each school was asked to participate. Based on the 32-item questionnaire, most teachers (86.3 percent) held discussions with bullies and victims when a situation arose, yet less than one-third of the teachers used preventative strategies such as whole class discussions regarding bullying behaviors. Although teachers in this study perceived less bullying at their respective schools than at U.S. elementary schools in general, bullying was perceived

as one of the most serious student behaviors, second only to drug use.

Fox, C.L., & Boulton, M.J. (2005, June).

The social skills problems of victims of bullying: Self, peer, and teacher perceptions. *British Journal of Educational Psychology, 75*, 313-328.

Victims of bullying are perceived by others to have poorer social skills than non-victims. This quantitative study conducted in the United Kingdom involved 330 9- to 11-year-olds and 11 teachers. Students were given questionnaires and asked to think of a child who often gets bullied and someone who is bullied infrequently. Each child was rated on 20 social skill items, then asked to rate themselves. Teachers rated two children from their classrooms chosen by the researcher, one being the child most identified as being bullied by other students, and one child randomly selected from the class. Scores indicated

the areas in which the three social groups were in agreement, and also demonstrated that students may not be aware that their behaviors influence how others react to them.

Franek, M. (2005, December/2006, January). Foiling cyberbullies in the new wild west. *Educational Leadership*, 63(4), 39-43. This article examined the dilemma educators face when utilizing technology in the classroom. Students are open to a world of information, yet they also become subject to the threat of the latest type of bullying—cyberbullying. To prevent students from falling prey to cyberbullies, the author argues that educators themselves must first become knowledgeable about how this type of negative behavior is perpetuated and what can be done to prevent its occurrence in schools.

Harris, S., Petrie, G., & Willoughby, W. (2002, March). Bullying among ninth-graders: An exploratory study. *NASSP Bulletin*, 86(630), 3-14.

This quantitative study considered both the bullying behaviors witnessed by 136 ninth-graders in two Southern high schools and their reactions to the bullying. A 30-item questionnaire inquired about bullying behaviors on campus and included three open-ended questions for more in-depth descriptions of bullying.

Further, the questionnaire sought suggestions from respondents about how to stop bullying behavior. Almost 75 percent of students observed bullying at their schools, but most victims rarely told teachers, as they believed this action would not stop the behavior. Twenty-eight percent of the surveyed students did not believe that administrators were interested in stopping bullying behaviors from occurring.

Stockdale, M.S., Hangaduambo, S., Duys, D., Larson, K., & Sarvela, P.D. (2002, July/August). Rural elementary students', parents', and teachers' perceptions of bullying. *American Journal of Health and Behavior*, 26(4), 266-277.

This quantitative questionnaire study examined bullying in seven elementary schools in Illinois. It sought to obtain information on the differences in the prevalence of bullying among children of various ages and different genders. It also sought to investigate the extent to which bullying experiences were related to aggressive behaviors and violent attitudes. The researchers surveyed 739 students, 367 parents, and 37 teachers. The results demonstrated no significant differences according to age and gender, but did show a correlation between being bullied and demonstrating aggression. Further, significant differences in perceptions were found among the various groups. Students and



parents had different views on the extent of physical bullying that occurred. Interestingly, students differentiated between being bullied and having experienced a bullying behavior. Teachers reported more occurrences of verbal and physical bullying. According to this study, parents and teachers have a more accurate conceptualization of bullying than children, yet they are less aware of its actual prevalence in schools.

TEACHERS' EXPECTATIONS

Ansalone, G., & Biafora, F. (2004, Winter). Elementary school teachers' perceptions and attitudes to the educational structure of tracking. *Education*, 125(2), 249-258.

This article explored the views of 124 teachers in three New York public schools regarding tracking—a controversial practice in many school systems. Proponents argue that tracking allows students to progress at their own speed since they are with similarly able peers. Opponents argue that lower-level classes are overrepresented by lower-SES and minority children about whom negative academic stereotypes exist. This study's results found that 70 percent of the teachers support tracking for its use as an organizational device in classroom management. Fifty-seven percent agreed that bright students learn best with bright peers, yet more than 75 percent also agreed that low-performing students may benefit

from working with higher-performing students (while noting the paradox of possible restrictions on the higher-performing students). The emergent theme is that teachers essentially lack sufficient classroom management skills and believe that a mixed-ability, grouped classroom would only create more chaos; thus they prefer the tracking system. Given that more than 60 percent of the respondents believe that tracking can lead to a negative self-concept and create a positive learning environment for advantaged students only, the authors conclude that teachers in this study use tracking for classroom management purposes.

Boers, D. (2001, September). What teachers need from students. *The Education Digest*, 22-26.

Teachers from 70 schools reported their expectations for students that would ensure student success. The statements fell into three general categories: out-of-class expectations, in-class expectations, and personal issues. Teachers advocated for students who take responsibility for their learning, recognize the importance of being respectful and organized, and are ready to learn.

Corbett, D., Wilson, B., & Williams, B. (2005, March). No choice but success. *Educational Leadership*, 62(2), 8-12.

This article described two teachers who re-

fuse to have different expectations for any students. They believe all students are capable of success and they do not subside in their efforts until every student completes each assignment to an acceptable level of quality. While some colleagues see them as unrealistic, these two teachers argue that it is possible to hold students accountable while ensuring they do not fail.

Feldman, R.S. (1986). *The social psychology of education: Current research and theory*.

New York: Cambridge University Press.

This book offers a framework for understanding social psychology in education. Social psychology explores how people's interactions with others influence attitudes and behaviors. The school is a social group and the interactions that its members have with each other demonstrate expectations about individual roles within the organization. If students feel they are expected to be successful because teachers support them and provide them with opportunities to succeed, the students act in a manner that enables success. Accordingly, if students feel that teachers do not expect them to succeed because they are held to lower standards, students will internalize that they are incapable and will not achieve equal levels of success. The power of interactions, both subtle and obvious, is a core theme of the book, and the author encourages teachers to become more aware

of practices that may disenfranchise some students.

Landsman, J. (2006, February). Bearers of hope. *Educational Leadership*, 63(5), 26-33.

Teachers often have lower expectations of students from lower-SES and minority groups. Because these expectations lead to different treatment and students' internalized feelings of inadequacy, it is necessary for teachers to prevent misconceptions about groups from affecting classroom behavior. This article focused on ways to work with poor and homeless students to meet both their personal and academic needs. The author states that teachers should maintain high academic expectations, while also holding a degree of flexibility and awareness of individual situations.

Osher, D., & Fleischman, S. (2005, March). Positive culture in urban schools. *Educational Leadership*, 62(6), 84-85.

This article discussed ways to create positive cultures in urban schools and suggested that students perform better when teachers match high expectations with caring and supportive environments. The authors argued that teachers must ascertain that all students are aware of the school's expectations, and should state those expectations in a positive manner. This ensures that students will recognize that the expect-

tations are attainable. When expectations are met, students should be recognized so they continue to strive for success.

Reyna, C. (2000, March). Lazy, dumb, or industrious: When stereotypes convey attribution information in the classroom. *Educational Psychology Review*, 12(1), 85-110. This article explored the negative effects of stereotypes in the classroom, specifically the social and personal consequences for students. Based upon the attributional model of causality, controllability, and stability, teachers form opinions of students according to certain characteristics or behaviors and then predict future outcomes. This often leads to negative attitudes toward certain groups, due to pervasive stereotypes about minorities, women, and those from low-SES groups. Teacher behaviors that punish or otherwise negatively differentiate students based on these stereotypes can have harmful effects on students' self-perceptions (both personal and academic) and lead to negative academic outcomes.

Rubie-Davies, C.M. (2006, May). Teacher expectations and student self-perceptions: Exploring relationships. *Psychology in Schools*, 43(5), 537-552. This quantitative study found that teachers' expectations for their classes led to significant differences in academic perceptions

for students as well as students' perceptions of how they were viewed by teachers. More than 250 students were surveyed at the beginning and end of the year on reading, math, physical abilities, and peer relations using the Marsh Self-Description Questionnaire. Students were in classrooms with either high-expectation or low-expectation teachers. The first survey showed no statistically different scores among the student groups; however, at the end of the year, statistical differences were found in areas of academics and teachers' opinions because of the impact of teacher behavior on students' self-perceptions. Students with high-expectation teachers made gains, yet those with low-expectation teachers demonstrated significant declines in self-perceptions. When teachers form expectations of students' performance, they may treat students differently, the study showed. Students become attuned to these differences and form self-judgments about their own academic performance based on how they feel a teacher views their capabilities.

Weinstein, R.S., Marshall, H.H., Sharp, L., & Botkin, M. (1987, August). Pygmalion and the student: Age and classroom differences in children's awareness of teacher expectations. *Child Development*, 58, 1097-1093. How first-, third-, and fifth-graders discern

differential treatment by teachers was explored in this quantitative study that also examined the relationship between students' self-perceptions and teacher expectations. While younger children reported less differential and negative treatment in general, a range of self-ratings showed the influence of teachers' expectations on students' self-perceptions. Fifth-graders appeared to be more aware of teachers' differential behaviors. Sometimes the students were not swayed by the behaviors, possibly having more fixed self-expressions. At other times, they were more influenced possibly because they could better read the teachers' cues on how they were expected to behave. The study showed that students, regardless of age, are aware of differential treatment in the classroom and that negative repercussions can result.

TEACHERS PERSPECTIVE ON INFLUENCE OF RACE

Bahr, M.W., & Fuchs, D. (1991). Are teachers' perceptions of difficult-to-teach students racially biased? *School Psychology Review*, 20(4), 599-608.

A mixed-methods study of 48 teachers from nine inner-city schools in a southeastern city found that difficult-to-teach Black students were more likely to be rated appropriate for special education and referred for behavior issues than their equally rated, difficult-to-teach White

peers. Teachers were interviewed about a student they judged to be "most difficult to teach" (40 chose male students, 20 were White and 20 were Black) in terms of background behavior. The survey informally assessed the students' behavior and achievement. Researchers observed the students' classroom behaviors and conducted reading tests. Both Black and White students scored similarly on the off-task ratings in teachers' interviews and surveys, yet Black students rated lower in academic areas and performed lower on achievement tests.

Landsman, J. (2004, November). Confronting the racism of low expectations. *Educational Leadership*, 62(3), 28-32.

This article provides educators with suggestions for countering prevailing racist attitudes that continue to limit the academic experiences of certain groups of students. The author found that by the time students are in second grade, teachers have preset ideas about who will succeed and who will not. These classifications are based on often irrelevant constructs, such as race. Suggestions by the author clarify the school leader's role in ensuring a safe and intellectually challenging environment for all students.

Oates, G. (2003, September). Teacher-student racial congruence, teacher perceptions, and test performance. *Social Science Quarterly*, 84(3), 508-525.

The discussion of this study focused on how the White-Black achievement gap is perpetuated by negative relationships between White teachers and Black students and how it could be balanced by relationships between Black students and Black teachers. Data were analyzed from the 1988 National Educational Longitudinal Study on students transitioning between grades 10 through 12. This study found that this incongruence of race between students and teachers is most harmful to Black students because no bond exists between them that could reduce negative feelings from societal stereotypes. When race is congruent between students and teachers, Black students seem more resistant to negative societal perceptions and perform better on tests.

Ornstein, A.C., & Levine, D.U. (1990, May). Class, race, and achievement. *Education Digest*, 55(9), 11-14.

This article discussed explanations for the poor academic outcomes of lower-SES and minority students. The primary reason given is that teachers enter the classroom with lower expectations for these students, who behave according to those expectations, resulting in self-fulfilling prophecies.

The authors state that because teachers often come from different backgrounds than their own students, they do not take time to understand the students' cultures, and may even reject them by not modifying the curriculum to meet their needs. The article recommends improvement strategies to counter the disvaluing of these students.

TEACHERS PERSPECTIVE ON PROFESSIONAL CLIMATE

Kelley, R.C., Thornton, B., & Daugherty, R. (2005, Fall). Relationships between measures of leadership and school climate. *Education*, 126(1), 17-25.

This quantitative study of 31 elementary schools found school climate is related to teachers' views of their principals' effectiveness as leaders. These teachers believed that highly effective principals led schools with good communication, participatory decision-making, and teacher advocacy. A discrepancy was found between leaders' intentions and teachers' interpretations of their behaviors. This study found no relationship between principals' ratings of their behaviors and teachers' perceptions of those behaviors. The author concludes that leadership behavior has an impact on how reforms are implemented and received in schools, and thus impact student achievement. Subsequently, leadership behavior has a major effect on the school's overall climate.

Pratte, R., & Ruby, J.L. (1991, Fall). Teachers, professionalism, and craft. *Teachers College Record*, 93(1), 59-70.

This article's authors explored the paradoxical notion that teachers want to be treated more like professionals in other fields, but perhaps they should not be because teaching should be viewed as a craft rather than a profession. Under this premise, the authors recommend that educators create a system of mutual respect, open communication, shared success, help, and trust. By clearly defining what it means to be a professional, and what it is to be part of a "craft-profession," teachers can create their own definition of professionalism from within the field and take pride in their work on their own terms.

Rafferty, T.J. (2003, Spring). School climate and teacher attitudes toward upward communication in secondary schools. *American Secondary Education*, 31(2), 49-70.

This study's purpose was to discuss the relationship between school climate and the upward communication flow in schools. A questionnaire given to 26 principals and 503 staff from 26 high schools in western Ohio found that teachers depended on internal communication to help them rate their teaching experience. The authors further explored how teachers feel about their schools and how these feelings shaped their attitudes and behaviors, concluding that a negative flow of communication

can harm school climate. Teachers who feel they cannot openly send information to the principal experience a lack of trust, which can impact their involvement and dedication to their school. This can further reduce the teachers' commitment to students and the educational process as a whole.

Short, P.M., & Rinehart, J.S. (1993, Summer). Teacher empowerment and school climate. *Education*, 113(4), 592-597.

School climate is significantly impacted by the role teachers play in decision-making. This quantitative study focused on the relationship between 257 teachers in eight schools across six states who participated in an empowerment project and the rating of their school's climate. Results were disaggregated by individual characteristics, and showed that experience, age, and climate rating were predictors of empowerment. A negative relationship was found between two variables: teacher perceptions of empowerment and overall school climate. The more empowered teachers felt, the more positive their perceptions were about school climate.

Sizer, T.R. (1996). *Horace's hope: What works for the American high school*. New York: Houghton-Mifflin.

In his second book featuring the amalgam teacher Horace, who represents the average teacher in America, the author examined

the hope that educators have for changing the state of their schools and their students. He found a sense of dismay at the lower grades and a lack of motivation among students in conjunction with a feeling that those in charge do not really want changes to occur. Where changes do occur, the author noted that the physical aspects are altered, principals form personal relationships with teachers and students, curriculum is adjusted, and the school culture is transformed into one of respect.

TEACHERS PERSPECTIVE ON PROFESSIONAL DEVELOPMENT

Christensen, L. (2005, Winter). Teachers teaching teachers. *Rethinking Schools*, 20(2), 24-28.

This article explored the work created by Portland, Ore., teachers when they were allowed to provide input on professional development. The author found teachers frequently cited professional development led by classroom teachers as the most valuable to them. Teachers appreciated being included in the process, and welcomed strategies and curricula that were modeled by those who had successfully implemented them. They appreciate the time to try it themselves and collaborate in discussions on the new process. The specific program teachers cited in this article is the Portland Writing Project.

Ganser, T. (2000, October). An ambitious vision of professional development for teachers. *NASSP Bulletin*, 84(618), 6-12. With more than 80 percent of teachers attending professional development workshops in district, 50 percent by professional organizations, and 25 percent taking college courses, it is obvious that educators want to further their knowledge and skills. However, it is not enough to merely offer boxed programs to teachers. Because in-district professional development is where teachers spend most of their time gaining and improving skills, administrators must ensure that the programs are long-term and able to be integrated into the school culture. The author notes that such programs must do more than improve individual teachers; they must improve collaborative efforts and, therefore, the organization as a whole.

Intrator, S.M., & Kunzeman, R. (2006, March). Starting with the soul. *Educational Leadership*, 63(6), 38-42.

Teachers typically receive professional development that first focuses on providing strategies and techniques and only later allows time for reflection. This article argues that such methodology merely results in teacher impatience and lack of motivation. The more appropriate strategy would be to first engage teachers in rediscovering their purpose for teaching. Two

programs—Courage to Teach and Multi-Level Learning—are specifically explored, and their positive responses from teachers demonstrate that with a re-specified purpose, teachers can more effectively interact with others in their schools.

Leithwood, K. (1990). The principal's role in teacher development. In B. Joyce (Ed.), *Changing school cultures through staff development*. Alexandria, VA: ASCD.

Principals typically see their roles as falling into one of four areas: administration, interpersonal relations, programs or student development. Those who focus on programs and student development recognize the need for teacher development to promote better social and academic achievement for the entire school community. However, many principals feel inadequate to provide teachers with the most effective professional development possible. This article discusses six stages for developing expertise among teachers and principals, and provides principals with guidelines to aid teachers. These include bringing meaning to teachers' work, establishing a school culture on collaboration and inquiry, determining appropriate starting points, and adjusting thinking so problems can become solutions.

Payne, D., & Wolfson, T. (2000, October). Teacher professional development: The

principal's critical role. *NAASP Bulletin*, 84(618), 13-21.

Teachers and principals often find themselves in opposing roles when it comes to professional development, the authors note. Principals tell teachers which activities they will participate in and teachers are forced to passively sit while another boxed-program is forced upon them until the "fad" passes. This article recommends that principals should participate in professional development side-by-side with teachers. It lists the five components which a principal should incorporate into his or her routine. These components include: life-long learner, motivator, supporter, resource provider, and facilitator. Together, meaningful professional development, such as that achieved at the study sites of Broughton High School and Hopkins West Junior High School, can occur.

Wonzare, Z., & da Costa, J. (2000, October). Supervision and staff development: Overview of the literature. *NASSP Bulletin*, 84(618), 47-54.

This article describes why teacher development should be an important aspect of supervision: (1) Teachers with more development skills use more behaviors leading to successful teaching. (2) Such teachers can help students achieve higher levels of cognition and moral development. (3) These teachers are more likely to participate in

school-wide improvement measures. With the principal in a more supervisory role, it is necessary to have trust and shared expectations so suggestions can be accepted in an open-minded manner. The authors state that such a climate can produce a staff willing to share skills, knowledge, and strategies to improve student learning.

TEACHERS PERSPECTIVE ON PARENTAL INVOLVEMENT

Allen, R. (2005, March). New paradigms for parental involvement. *Education Update*, 47(3), 3-4.

With No Child Left Behind calling for schools to specifically write plans for parental involvement, schools must redefine their ideas of what an involved parent does, the author stresses. Schools must change how they operate open houses and parent conferences to increase attendance from parents who traditionally do not participate because of work or child-care conflicts. Schools must be more considerate of family diversity and offer programs and materials that cater to different cultures so families feel wanted and welcomed as part of the school community.

Comer, J.P. (2005, March). The rewards of parent participation. *Educational Leadership*, 62(6), 38-42.

The author discusses the experiences of the School Development Program in New

Haven, Conn., to demonstrate that parent involvement benefits everyone in a school community. With this program, parents can participate in one of three levels based on their available time and commitment. By showing teachers how parent involvement does not have to be threatening, the author states that teachers can see the rewards and form partnerships that create more opportunities for student learning.

Handel, R. (1999). *Building family literacy in an urban community*. New York: Teachers College Press.

Children benefit tremendously when families become involved in education, the author argues. The community serves as a buffer for the child in preventing the cycle of poverty from continuing, and can offer support for the child's educational and eventual economic advancement. By working together, schools and families can best determine each child's needs and create appropriate goals and plans to help the child succeed in school. The author concludes that teachers do find working with parents to be gratifying. Parents in turn gain a better understanding of teachers' work, and children feel their parents care about them when partnerships develop.

Ramirez, A.Y.F. (2003, June). Dismay and disappointment: Parental involvement of Latino immigrant parents. *The Urban Review*, 35(2), 93-110.

This interview study focused specifically on the involvement of Latino parents in one California community who wanted to be part of their children's education, yet felt barriers prevented them from participating. Many school officials stated they would like parental involvement, but they did not consider family situations and how to meet the needs of families to make involvement feasible for them. These parents were concerned about communication, expectations, and accountability. The article suggests that with cultural awareness, teachers can better gain the support of families in forming partnerships between school and home.

TEACHERS PERSPECTIVE ON SAFETY

Canada, G. (1995). *Fist, stick, knife, gun*. Boston: Beacon Press.

Through his childhood story and discussion of what he sees in schools today, the author discusses how children in America learn to be violent and how violence carries over into schools. His life story demonstrates the disconnect between teachers and students who are plagued by violence at home, and how teachers often cannot respond to students' needs. Teachers do

not know how to serve these children who feel they have to protect themselves, and often this behavior is manifested in the classroom. When teachers do not know how to handle defiant students, the author says negative and destructive behavior is only reinforced, thereby perpetuating the cycle of low expectations and violence.

Kadel, S., & Follman, J. (1993, March). *Reducing school violence*. Greensboro, NC: South Eastern Regional Vision for Education.

This handbook was created to provide educators with information and tools to reduce and prevent violence in schools. It notes the importance of understanding both the causes and consequences of violence among students, and provides strategies to prevent violence from occurring. Knowing that violence is still a persistent problem, a section on crisis management is included. The handbook also offers resources for educators who seek to create a safer environment.

TEACHERS PERSPECTIVE ON TRUST, RESPECT, AND ETHOS OF CARING

Benninga, J.S., Berkowitz, M.W., Kuehn, P., & Smith, K. (2006, February). Character and academics: What good schools do. *Phi Delta Kappan*, 87(6), 448-452.

This article's main theme is that good schools have teachers who model caring

behaviors and expect students to care for others as well. Using a select group of California's elementary schools as a sample, the authors found a positive relationship between academic achievement and the use of specific character education programs. This relationship was demonstrated through the correlation of 120 elementary schools between their SAT-9 and API scores and their character education programs. The authors found that schools using these programs had clean and secure physical environments and promoted fairness, equality, caring, and respect, and consequently were prone to higher levels of academic success.

Byrk, A.S., & Schneider, B. (2002). *Trust in schools: A core resource for improvement*. New York: Russell Sage Foundation.

The book's central premise is that without trust, sustainable school improvement cannot occur. Several types of trust are discussed (organic, contractual, and relational) with the primary focus on relational trust as the key for schools. Parents, teachers, principals, and students have specialized roles, yet each role requires interactions with others in a manner requiring a deep level of trust. It is necessary that schools foster a sense of trust in the core of their school community to ensure that positive reforms occur, resulting in academic and social achievements for all members.



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The National School Boards Association is a not-for-profit federation of state associations of school boards across the United States. Its mission is to foster excellence and equity in public education through school board leadership. NSBA achieves that mission by representing the school board perspective before federal government agencies and with national organizations that affect education, and by providing vital information and services to state associations of school boards and local school boards throughout the nation.

NSBA advocates local school boards as the ultimate expression of grassroots democracy. NSBA supports the capacity of each school board—acting on behalf of and in close concert with the people of its community—to envision the future of education in its community, to establish a structure and environment that allow all students to reach their maximum potential, to provide accountability for the community on performance in the schools, and to serve as the key community advocate for children and youth and their public schools.

Founded in 1940, NSBA through the Federation of State Associations now represents 95,000 local school board members, virtually all of whom are elected. These local officials govern 14,890 local school

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For four decades, the Council of Urban Boards of Education has been at the forefront in helping urban school districts strive for excellence. Established in 1967 by NSBA's Board of Directors, CUBE is the only national membership organization governed solely by urban school board members dedicated to the needs and interests of urban school boards. CUBE's mission is to create opportunities for urban school board leaders to gain the knowledge and skills necessary to be effective policy makers and advocates for excellence and equity in public education.

CUBE represents 113 urban school districts in 35 states and the District of Columbia. Our member districts educate more than 8 million students in more than 12,000 schools with a collective budget of \$80 billion. CUBE helps urban school board leaders find solutions to challenges at the local level and seeks to improve their policy-making effectiveness. CUBE created a forum for urban school board members to share innovative practices through issues seminars, conferences, legislative advocacy, research projects, professional networking opportunities, specialized publications, and local governance and policy assistance.



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