

An Analysis on Effective and Ineffective Classroom Management:
Teacher's Behaviors and Characteristics

by

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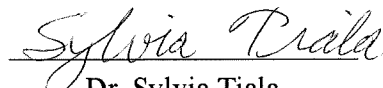
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ABSTRACT

One of the largest aspects of being an effective teacher is classroom management. This paper describes experts' views on the behaviors and characteristics that lead to a teacher having effective classroom management skills. In March of 2009, a survey was conducted asking students enrolled in technology and engineering courses at a northeastern Wisconsin high school to rate twenty-six characteristics and behaviors of effective classroom management on a modified Likert scale of very important to unimportant.

The study tried to answer two questions: Which teacher behaviors and characteristics do students deem to be the most important in creating an effective classroom? How does grade level, gender, and grade point average impact the students' views on certain characteristics and

behaviors? Like Hayward's research at the college level, the traits were broken into categories. The top ranked category, according to average mean score, was care for students; while the last ranked category was teacher's use of rules and expectations. Using non-parametric statistics, there were only ten questions that had statistical significance when comparing grade level, gender, and grade point average. The following traits were statistically significant for grade level: displays enthusiasm, communicates high expectations for all students, and has a daily routine at the beginning of every class. Being well-prepared, creating student interest in the subject being taught, displaying enthusiasm, and making an effort to know students' interests were the traits that reached statistical significance when comparing gender. Only two traits, being well-prepared and being well-organized, were statistically significant when comparing students with grade point averages ranging from 2.0-2.4 to the group of students with a grade point average between 3.5 and 3.9.

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Chapter I: Introduction

Background to the Problem

In the United States, half of those entering the teaching profession quit by the fifth year due to overcrowded classrooms and student behavioral problems (Rubinstein, 2005). In 2004, Phi Delta Kappa's annual Gallup Poll cited lack of discipline as the public's second biggest problem in their local school (McCown, 2004). The number one concern was school funding at 25%, while lack of discipline was at sixteen percent. Teachers are having a problem with controlling students' misbehaviors, which is a major part of classroom management.

Discipline is not only a problem for new teachers but is also a major source of burnout among all teachers (Freiberg & Stein, 1995). According to a study by Public Agenda (McCown, 2004), thirty-four percent of teachers have seriously considered quitting due to students' behavioral problems. In the same study thirty-four percent of the surveyed teachers reported other teachers from their school had left because they were tired of dealing with students' misbehaviors.

New teachers are most unsure about their abilities in classroom management and disciplining students (Hicks, Glasgow, & McNary, 2005). Every teacher will have to discipline students at one time or another and each wants to be effective at classroom management. There are differences between effective and ineffective disciplinary management. An ineffective teacher will try to discipline students who have misbehaved, but the students' misbehaviors will continue. On the other hand, an effective teacher will, more times than not, correct the misbehavior so that it is not re-occurring. Teachers with effective classroom management and discipline styles have: consistent discipline for the same misbehaviors, non-aggressive behaviors, clear expectations for all students, an authoritarian style, patience with students, good

organizational skills, open-mindedness, and creative solutions to problems that may arise (O'Neil, 2004). On the other hand, ineffective classroom disciplinarians have: easily intimidated or offensive behaviors; troubles communicating with faculty, principals, and parents; lack of creative problem solving skills; and troubles following through on the punishment.

Hicks et al (2005) stated there has been a growing concern with teachers' abilities to manage the classroom effectively. Teachers are the "first line of defense in establishing classroom order" (Kraut, 2000, p. 104). They must be able to control the students in the classroom in order to be able to teach the students the desired concepts and skills. Discipline and class management are two of the variables that teachers will deal with every day of class. Yet, these variables will differ from class to class and student to student. A discipline technique that works on one student will not necessarily work on another student. Along the same lines, a classroom management technique may work for one class of students but be ineffective with another class, even if it is the same course being taught.

Teachers' problems with discipline and classroom management can be prevalent on the first through the last day of a class. It is important that teachers are in control of classroom management the first day of class as it has a lasting effect on the classroom climate, organization, and overall management that is going to be displayed by the teacher (Beck & Lambert, 1977, Brooks & Hawke, 1988). Confidence and direction are two vital qualities of classroom management that need to be on display every day of class (Kraut, 2000). According to Kraut, a teacher with successful classroom management will be organized and have a daily routine of priorities to accomplish at the start of every period. In turn, the students will hopefully adhere to this process and know what to expect at the beginning of every class period.

Statement of the Problem

One of the biggest concerns of teachers is the management of their classroom. Teachers need to have effective classroom management skills from the first day of class all the way to the last day of a course. By having effective classroom management skills, a teacher is able to deal less with discipline issues and more with teaching the students the concepts of the course.

Purpose of the Study

The purpose of the study is to identify characteristics and behaviors of an effective classroom manager. These effective classroom management traits will be identified through literature review and previous studies completed in classroom management. Students in a northeast Wisconsin high school will rate the importance of classroom management skills to provide feedback for this research. When the study is completed, there will be a rated list of effective characteristics and behaviors that students view as being important to classroom management at this high school. The study will also explore whether there is a relationship between strategy importance and grade level, gender, and grade point average.

Questions

Which teacher behaviors and characteristics do students deem to be the most important in creating an effective classroom?

How does grade level, gender, and grade point average impact the students' views on identified characteristics and behaviors?

Importance of Topic

This topic is important for the following reasons:

Teachers leaving the field. The number of teachers who are leaving the profession because of poor classroom management skills could be reduced if they had more effective classroom management. With this completed study, teachers will be able to see which characteristics and behaviors students feel are important in the classroom. Beginning teachers, as well as veteran teachers, will be able to use identified characteristics and behaviors which students deem important.

More learning taking place in the classroom. With effective classroom management, more student learning can occur. Teachers must keep the students interested and motivated in the subject that is being taught. Students cannot learn if they are not paying any attention to the lesson because they are being distracted by other students' misbehaviors.

Effective Discipline Techniques. All teachers will have to deal with discipline at one point in the classroom. Effective classroom management techniques may also reduce the need to discipline. An effective teacher will be able to prevent student misbehavior from reoccurring through discipling. Teachers need to use effective behaviors when discipling students so that students will not repeat their misbehaviors.

Assumptions of the Study

One assumption of this study is that high school students will be able to distinguish between effective and ineffective teachers in classroom management. Another assumption is that the students completing the survey are being truthful and putting thought into the survey.

Definition of Terms

These terms will be used throughout the thesis paper and will be defined as the following:

Behavior – the manner of conducting oneself (Merriam-Webster online dictionary)

Characteristic – a distinguishing quality (Merriam-Webster online dictionary)

Classroom management - being able to encourage and establish the self-control of each student by a promotion of positive student attainment and behavior (Froyen & Iverson, 1999)

Discipline - an act “intended to suppress or redirect misbehavior” (Roy, 1998, p. 5)

Effective classroom management - a teacher’s behavior that creates a classroom that maximizes student learning (Hayward, 2002)

Ineffective classroom management - instructional behavior that minimizes student learning in a classroom (Hayward, 2002)

Misbehavior - unruly action (McCown, 2004)

Limitations of the Study

The following limitations are noted for this study:

Since the sample group only includes students from one high school in northeastern Wisconsin, the characteristics of the sample are a limitation. Also, only current students enrolled in technology and engineering courses will be completing the survey.

Since the survey is produced for action research at one high school, the ability to apply results outside this context may be questionable. Past research and literature was used to establish an accurate instrument. The instrument was also reviewed and approved by the University of Wisconsin-Stout Human Subjects Institutional Review Board as required by the Code of Federal Regulations Title 45 Part 46. In addition, the survey was reviewed and approved by administration.

Methodology

A literature review will be used to identify a list of educational experts' views of important classroom behaviors and characteristics for an effective teacher to possess. High school students will then rate the importance of these characteristics and behaviors on a modified

Likert scale of very important, important, moderately important, of little importance, and unimportant. These students will be determining the importance of the behaviors and characteristics that teachers use as effective classroom managers. The survey will also identify the students' grade level, gender, and grade point average. This information will be used for comparing the data by using non-parametric data analysis.

The following chapter will further describe and analyze the importance of effective classroom management.

Chapter II: Literature Review

This chapter will include literature on classroom management and managing students' behavioral problems.

Classroom Management

The Phi Delta Kappa annual survey (McCown, 2004) stated that new teachers do not enter the classroom with proper training on dealing with management of a classroom. Teachers straight from college with only limited time in the classroom (student teaching and observing) do not have enough experience with handling situations that may arise in the classroom. The following paragraphs describe the characteristics and behaviors that experts view as being important to having and maintaining an effective classroom.

If students do not have their immediate needs (safety, respect, and being wanted) met, they will not be able to learn at their level of capability (O'Neil, 2004). Teachers need to communicate to the students that they are in an emotionally as well as physically safe place in the classroom. One way to make a connection with students is to use activities to get students to talk about what they are doing in their spare time. Teachers can develop a rapport with each student by talking about the student's hobbies and other interests. This connection with students can take place in the classroom as well as outside of the classroom.

According to Matthews and Menna (2003), the best way to have authentic learning is to have students take ownership and responsibility for their own learning. So why not have students involved in classroom management as well? Josephine Bernard, an instructional resource specialist, believes it is important to have students help make the classroom rules since they will be more willing to adhere to a rule that they took part in making (O'Neil, 2004). These rules should be stated in a positive fashion and at an appropriate language level for all students to

understand (O'Neil, 2004; Wong & Wong, 2005). If they cannot comprehend the words or the wording of the rule, how are they going to be able to follow the rule? Also, limit the number of rules so that students can easily remember all of the rules. Finally, have the students discuss the rules and demonstrate an understanding of each rule (O'Neil, 2004). Students cannot adhere to rules that they do not understand or that they cannot remember.

Teachers must capture the students' attention the first day of class and be able to maintain their attention throughout the length of the course. The ability to capture each student's attention at the beginning of the course is very important (Brokaw & Merz, 2004). One method is having the students play a game in which all students are actively participating. Also, as mentioned previously, you can include your students during the first day by having them help make the rules (O'Neil, 2004). Allowing the students to get involved in the class will make them more interested in the class. As their interest increases, so will their willingness to learn the concepts and skills of the course.

Teachers must be able to communicate, whether it is building a rapport with students or giving expectations to individual students (Hayward, 2004). Whether it is the first day of class or the last day, teachers must use clear and easily understood language (Wong & Wong, 2005). Students will not learn if they do not understand the vocabulary being used by the teacher.

Managing Students' Behavioral Problems

According to the Phi Delta Kappa annual survey, student behavior problems have been one of the top three issues in school systems for the past thirty years (McCown, 2004). Student behavior will continue to be a problem in our schools for the next thirty years. At the present time, classroom management seems to be a bigger issue due to students having more challenges because of stress from outside sources (parents, teachers, and bosses, if employed) and the way

the world is changing so rapidly (Matthews & Menna, 2003). With students having more challenges, this, in turn, puts more pressure on teachers since the teachers have to handle these students' issues.

Teachers need to have high expectations for each student (Carnegie, 1981; Wong & Wong, 2005). Ruth Hopkins, a fourth-grade teacher in Brooklyn, New York, saw that she had an incoming student, named Tommy, who “caused serious discipline problems in class, picked fights with the boys, teased the girls, was fresh to the teacher, and seemed to get worse as he grew older” (Carnegie, 1981, p. 224). Mrs. Hopkins faced the issue the first day of class by as she greeted her new students, she made a positive comment to each of them. When Tommy came around, she told him, “Tommy, I understand you are a natural leader. I'm going to depend on you to help me make this class the best class in the fourth grade this year” (Carnegie, 1981, p. 225). Over the first few days of class, she reinforced this new positive image with Tommy and he lived up to the reputation that Mrs. Hopkins gave him.

Students should be involved with making the rules so that they will be more likely to follow (Matthews & Menna, 2003; O'Neil, 2004). When enforcing the rules, teachers must be fair and give equal punishments for the same misbehaviors. These rules should be established the first day of class and be clear for all students to understand.

Classroom Management and Student Behavioral Problems

Robert Marzano defines classroom management as the “confluence of teacher actions in four distinct areas: (1) establishing and enforcing rules and procedures; (2) carrying out disciplinary actions; (3) maintaining effective teacher and student relationships; and (4) maintaining an appropriate mental set for management” (2003, pp. 88-89). These four areas will be discussed below in more detail. Teachers can either prevent or lessen classroom misbehaviors

by enforcing their rules or by having a better classroom atmosphere. In a study by Tulley and Chiu (1998), almost half of the discipline problems were considered disruptions. Many of teachers' classroom management problems would be solved if they are able to develop strategies for effectively managing these small disruptions. So what can teachers do to make their classroom management better before there is even an issue? Also, what can teachers do to prevent minor misbehaviors leading to major issues?

“Managing student behavior starts with establishing and maintaining effective rules and procedures—beginning the first days of school” (O'Neil, 2004). Teachers use adequate time at the beginning of the course to lay the groundwork by teaching classroom rules and procedures, along with organizational strategies for students. Once students understand these rules and procedures, the teachers' instruction will become more effective (O'Neil, 2004; Wong & Wong, 2005). With less time spent on procedures with students, more learning can occur.

The majority of teachers believe that serious discipline problems can be prevented or lessened if the small rules are enforced and the minor misbehaviors are confronted at the beginning and throughout the school year (McCown, 2004). These would include arriving tardy, talking out of turn, cheating, horsing around, showing disrespect, bullying other students, and acting rowdy. Teachers should handle these rule infractions in private and as quietly as possible, so that these disruptions do not escalate into bigger infractions (O'Neil, 2004). The more time that is spent disciplining during a lecture, the less time there is available for instruction and ultimately, learning.

Teachers must have high expectations for students' learning as well as their behavior (Carnegie, 1981). This must be addressed the first day of class and be stressed throughout the course. Students will adapt to the expectations that you lay out for them.

It is very important for teachers to build rapport with each student starting at the beginning of the course (Hayward, 2004; O'Neil, 2004). Having a rapport built with a student should decrease misbehaviors and make it easier to discipline the student when the time arises.

In order to have a classroom in which students are learning, students must be on-task (Roy, 1998; O'Neil, 2004). This is easier said than done. Teachers who have used positive discipline techniques, either directly or indirectly, and have created an effective relationship with students will greatly increase the likeliness of high levels of student learning taking place (Roy, 1998).

Pamela Hayward (2002) did a multi-part research project on student's opinions on teachers' behaviors on the first day of class. The first part of the study was conducted at the University of Illinois where 800 students completed a multi-part questionnaire with questions regarding the student's initial impressions of their instructor after the first day of the course.

The second part of Hayward's (2002) project used audio tapes of twelve instructors' first day of class. This part of the study was conducted at a small Midwestern university of about 3,500 undergraduate students. Twenty participants, whom were enrolled in communication courses at the university, listened to three of the twelve audio tapes from the first day of class taught by teaching assistants. Of the three audio tapes, at least one of them was from an instructor who was considered to be effective and at least one of them from an ineffective instructor. Of the instructors, six were considered effective and the other six were considered ineffective. The twelve instructors taught either health, economics, or mathematics.

A total of 448 negative and positive comments were made by the twenty participants. Each one of the comments was put into one of these five categories: knowledge of the subject

matter, communication of competence, concern for students, general affective reactions, and ambiguous regarding inference.

Of the 195 positive comments about the effective teacher, 122 were categorized as “concern for students.” Even 65 out of the 95 positive comments about the less effective teachers were in regards to concern for students. The second category for positive comments was “communication competencies.” Thirty-five percent of the positive comments about the effective teacher and thirty-one percent of the positive comments about the ineffective teachers were categorized as communication related.

There was 77 negative comments made about the effective teacher and 81 negative comments made about the least effective teachers. Sixty-two percent of the most effective teachers' negative comments and seventy-four percent of the least effective teachers' negative comments dealt with communication. Concern for students comments were second behind communication of competence for both the effective and ineffective teachers' negative comments.

The single highest rated teacher received 46 positive comments. Seventy-two percent of those comments were related to being concerned for students. On the other hand, the single lowest rated teacher had thirteen negative comments. Of those thirteen comments, eleven were considered to be communication issues.

The information gathered for this chapter was used in designing the survey, which will be discussed in the next chapter.

Chapter III: Methodology

This chapter will include description of research method, sample selection, instrumentation, data collection, data analysis, and the limitations of the methodology.

Research Method

Research was conducted to see which teacher behaviors and characteristics students feel are important in an effective classroom. This research was described in the previous chapter in the literature review. Using the information gathered in the literature review, “Rating Teachers' Characteristics and Behaviors for Classroom Management” survey (see Appendix A) was designed with twenty-six teacher behaviors and characteristics listed. The survey was given to current high school freshmen, sophomore, juniors, and seniors students enrolled in technology and engineering courses at a high school in northeastern Wisconsin. The survey will determine which characteristics and behaviors students deem important when referring to a teacher's classroom management. The survey used a modified Likert scale of very important, important, moderately important, of little importance, and unimportant. In addition to the survey, students along with their parents needed to complete the “Consent to Participate in UW-Stout Approved Research: Rating Teacher's Behaviors and Characteristics for Classroom Management” form (see Appendix B).

Sample Selection

The convenience sample were freshmen, sophomore, junior, and senior students from a northeastern Wisconsin high school. These students were selected since they were currently enrolled in technology and engineering education courses for the second semester of the 2008-2009 school year and easily accessible by the researcher. Prior to taking the survey, each participating student had to sign the “Consent to Participate in UW-Stout Approved Research:

Rating Teacher's Behaviors and Characteristics for Classroom Management” form. All students under the age of eighteen also needed to have the consent form signed by a parent or guardian.

Instrumentation

A twenty-nine question survey as shown in Appendix A was the instrument used. The survey started with three introductory questions which asked the student about grade level, gender, and current grade point average. Following these questions, a list of twenty-six different teacher behaviors and characteristics were listed. The student had to rate each attribute on a modified Likert scale of very important, important, moderately important, of little importance, and unimportant. These behaviors and characteristics were identified through the literature review.

The twenty-six questions regarding classroom management were grouped into four separate categories: preparation of instruction and classroom, communication skills, care for students, and the final category is rules and expectations.

The following characteristics and behaviors were grouped into the preparation of instruction and classroom: being well-prepared, being well-organized, showing command of subject being taught, create student interest in subject, involving students in classroom activities, and having a daily routine at beginning of every class period. These were numbers one, two, three, four, fourteen, and twenty-six on the survey.

The communication skills category had eight separate characteristics and behaviors within it. These included displaying enthusiasm, showing a desire to teach, clearly stating ideas, speaking clearly, using appropriate level of speech, stating rules and expectations in a positive fashion, capturing students’ attention, and speaking with confidence when disciplining students.

Questions five, six, seven, ten, eleven, fifteen, seventeen, and twenty-five on the survey asked about the communication skills category.

Care for students involved the following: showing willingness to help students, being approachable, making an effort to get to know students' interests, having positive relationship with students, and creating an emotionally and physically safe environment. Questions eight, nine, sixteen, twenty, twenty-one, and twenty-two pertained to the care for students category.

The fourth category involves the teacher's use of rules and expectations. These characteristics and behaviors included: enforcing rules equally to all students, communicating high expectations for all students, enforcing all rules of the classroom, spending minimal time disciplining students during class time, addressing students' disruptions when it occurs, and using different discipline techniques with different students. These characteristics and behaviors were addressed in questions twelve, thirteen, eighteen, nineteen, twenty-three, and twenty-four.

Data Collection

The data collection was performed during the week of March 16 in 2009. At the beginning of the week, the "Consent to Participate in UW-Stout Approved Research: Rating Teacher's Behaviors and Characteristics for Classroom Management" form was given to the students. On Wednesday, students turned in their forms and then they were given the surveys. In their assigned seats during class time, students independently completed their surveys. Approximately thirty students turned their forms in on either Thursday or Friday, and they also completed their surveys independently during class time. All surveys were completed from March 18 through March 20, 2009. In total, one hundred and twenty-nine students completed the survey.

Data Analysis

The Statistical Program for Social Sciences (SPSS) version 16 was used to analyze the data. All data was analyzed in terms of frequencies and means. In addition, three nonparametric statistical analysis were performed. A Mann-Whitney Test was used to analyze responses by gender (male and female) to the twenty-six survey items. A Mann-Whitney Test was used to evaluate responses to twenty-six survey items by students with high grade point averages (3.5-3.9) to students with low grade point averages (2.0-2.4). A Kruskal-Wallis Test was used to compare freshmen, sophomore, junior, and senior years high school students' responses on twenty-six survey questions. Small sample sizes, a population that was not normally distributed, and categorical dependent variables led to using nonparametric testing instead of parametric testing (Pallant, 2005).

The categorical data was analyzed by calculating frequencies. One hundred and twenty-nine technology and engineering students completed the survey. Of the one hundred and twenty-nine collected surveys, fifteen participants selected female as their gender while one hundred and fourteen were males. In the grade level category, twenty-eight were freshmen, twenty-seven were sophomores, thirty-four were juniors, and the seniors topped the list with forty participants. In the remaining category, no student chose below the 1.5-1.9 grade point average category. The following is a breakdown of the grade point average category: four students were 4.0; thirty-nine chose the range of 3.5-3.9; forty-six, the largest group, filled in the bubble next to 3.0-3.4; twenty-seven chose the range of 2.5-2.9; eight students selected a grade point average between 2.0 and 2.4; and the remaining five students had a grade point average of 1.5 to 1.9. More results can be seen in chapter four.

Limitations of the Study

Since the sample group only included students from one high school in northeastern Wisconsin, the characteristics of the sample were a limitation. Also, the participants were only students enrolled in technology and engineering courses. There was a big disparity in the number of female and male participants in the survey, as only 15 of the 129 students were females.

Since the survey is produced for action research at one high school, the ability to apply results outside this context may be questionable. Past research and literature was used to establish an accurate instrument. The instrument was also reviewed and approved by the University of Wisconsin-Stout Human Subjects Institutional Review Board as required by the Code of Federal Regulations Title 45 Part 46. In addition, the survey was reviewed and approved by administration.

Another limitation of the survey is that students who completed the survey were being truthful and putting thought into the survey. There was no time limit for the students to complete the survey, so the students should not have felt hurried to complete it.

Chapter IV: Results

This chapter will give the results of the surveys that were taken by one hundred and twenty-nine technology and engineering students at a high school in northeastern Wisconsin. The purpose of the study was to have high school students rate the importance of effective classroom management characteristics and behaviors.

Most Important Characteristics and Behaviors to Students

As mentioned in the previous chapter, the twenty-six behaviors and characteristics were broken into four categories. These categories are preparation of instruction and classroom, communications skills, care for students, and the teacher's use of rules and expectations.

The first category is concerned with the teacher's ability to prepare the instruction and the classroom environment. The following characteristics and behaviors are grouped into the preparation of instruction and classroom: well-prepared (see Table 1), well-organized (see Table 2), show command of subject being taught (see Table 3), create student interest in subject (see Table 4), involve students in classroom activities (see Table 5), and have a daily routine at beginning of every class period (see Table 6). These were numbers one, two, three, four, fourteen, and twenty-six on the survey.

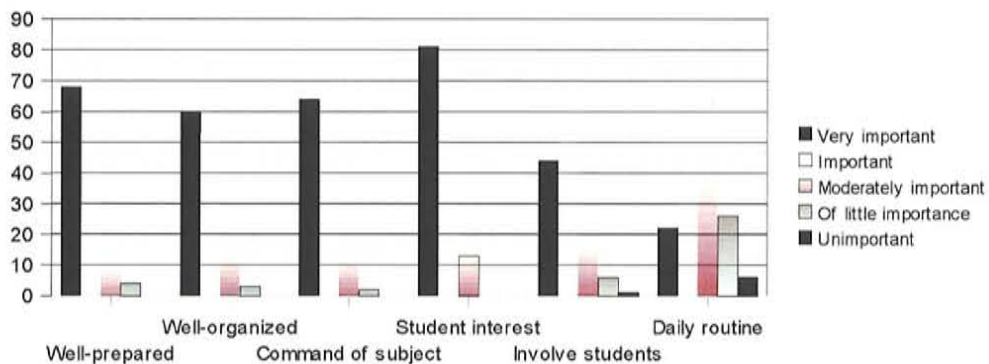


Figure 1. Chart of frequencies for teacher's preparation of instruction and classroom

The teacher's ability to prepare instruction and the classroom environment (see Figure 1) had an average mean score of 4.17 when a score of 5 represents very important and a low score of 1 represents unimportant. Having a daily routine at the beginning of the class period (see Table 6) was the only item with a mean score below four. Also, having a daily routine at the beginning of the class period has 74 responses for moderately important, of little importance, and unimportant, which was more than any other item on the entire survey. The mode for the item for having a daily routine at the beginning of the class period was moderately important with forty two individuals selecting this option. Every other question the survey had either very important or important as its most frequently selected.

On the other hand, the teacher's preparation of instruction and classroom category also contained the third highest mean at 4.53 (see Table 4). Eight-one students, sixty-two percent, felt that it was very important for a teacher to create student interest in the subject being taught in order to have effective classroom management. If the 3.30 mean from the question regarding the importance of having a daily routine at the beginning of the class period was not included, the remaining five items had a mean of 4.34, which would have been the highest for all categories.

Table 1

Needs to be well-prepared

Response	Frequency (N=129)	Percentage
Very Important	68	52.7%
Important	48	37.2%
Moderately Important	9	7.0%
Of Little Importance	4	3.1%
Unimportant	0	0.0%
No Answer	0	0.0%

Table 2

Needs to be well-organized

Response	Frequency (N=129)	Percentage
Very Important	60	46.5%
Important	53	41.1%
Moderately Important	13	10.1%
Of Little Importance	3	2.3%
Unimportant	0	0.0%
No Answer	0	0.0%

Table 3

Needs to show command of the subject being taught

Response	Frequency (N=129)	Percentage
Very Important	64	49.6%
Important	51	39.5%
Moderately Important	12	9.3%
Of Little Importance	2	1.6%
Unimportant	0	0.0%
No Answer	0	0.0%

Table 4

Needs to create student interest in the subject being taught

Response	Frequency (N=129)	Percentage
Very Important	81	62.8%
Important	35	27.1%
Moderately Important	13	10.1%
Of Little Importance	0	0.0%
Unimportant	0	0.0%
No Answer	0	0.0%

Table 5

Needs to involve students in classroom activities

Response	Frequency (N=129)	Percentage
Very Important	44	34.1%
Important	61	47.3%
Moderately Important	17	13.2%
Of Little Importance	6	4.7%
Unimportant	1	0.8%
No Answer	0	0.0%

Table 6

Needs to have daily routine at the beginning of every class period

Response	Frequency (N=129)	Percentage
Very Important	22	17.1
Important	33	25.6%
Moderately Important	42	32.6%
Of Little Importance	26	20.2%
Unimportant	6	4.7%
No Answer	0	0.0%

The communication skills category consisted of eight separate characteristics and behaviors (see Figure 2). These included display enthusiasm (see Table 7), show a desire to teach (see Table 8), clearly state ideas (see Table 9), speak clearly (see Table 10), use appropriate level of speech (see Table 11), state rules and expectations in a positive fashion (see Table 12), capture students' attention (see Table 13), and speak with confidence when disciplining students (see Table 14). Questions five, six, seven, ten, eleven, fifteen, seventeen, and twenty-five on the survey were in regards to the communication skills category.

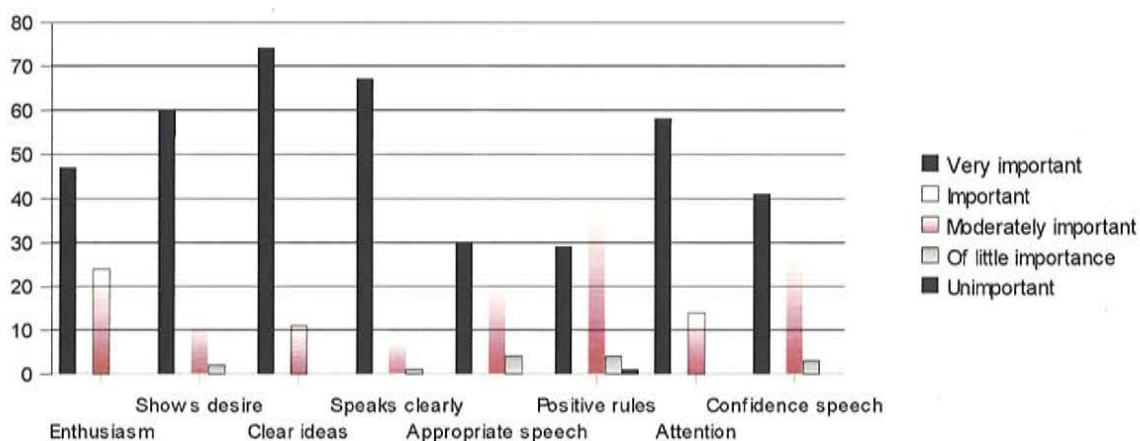


Figure 2. Chart of frequencies for communication skills

The average of the means for the eight factors involving communication skills was 4.20. All of the characteristics and behaviors in the communication skills category had a higher mean than four except for stating rules and expectations in a positive fashion, which had a mean of 3.83 (see Table 12). Both displaying enthusiasm (see Table 7) and speaking clearly (see Table 10) were rated very important by over half of the students. For the entire survey, a rating of very important was selected by at least half of the participants for seven of the twenty-six questions.

Table 7

Needs to display enthusiasm

Response	Frequency (N=129)	Percentage
Very Important	47	36.4%
Important	58	45.0%
Moderately Important	24	18.6%
Of Little Importance	0	0.0%
Unimportant	0	0.0%
No Answer	0	0.0%

Table 8

Needs to show a desire to teach

Response	Frequency (N=129)	Percentage
Very Important	60	46.5%
Important	54	41.9%
Moderately Important	13	10.1%
Of Little Importance	0	0.0%
Unimportant	2	1.6%
No Answer	0	0.0%

Table 9

Needs to clearly state ideas

Response	Frequency (N=129)	Percentage
Very Important	74	57.4%
Important	44	34.1%
Moderately Important	11	8.5%
Of Little Importance	0	0.0%
Unimportant	0	0.0%
No Answer	0	0.0%

Table 10

Needs to speak clearly

Response	Frequency (N=129)	Percentage
Very Important	67	51.9%
Important	53	41.1%
Moderately Important	8	6.2%
Of Little Importance	1	0.8%
Unimportant	0	0.0%
No Answer	0	0.0%

Table 11

Needs to use appropriate level of speech

Response	Frequency (N=129)	Percentage
Very Important	30	23.3%
Important	73	56.6%
Moderately Important	22	17.1%
Of Little Importance	4	3.1%
Unimportant	0	0.0%
No Answer	0	0.0%

Table 12

Needs to state rules and expectations in a positive fashion

Response	Frequency (N=129)	Percentage
Very Important	29	22.5%
Important	54	41.9%
Moderately Important	4	3.1%
Of Little Importance	1	0.8%
Unimportant	0	0.0%
No Answer	0	0.0%

Table 13

Needs to capture students' attention

Response	Frequency (N=129)	Percentage
Very Important	58	45.0%
Important	57	44.2%
Moderately Important	14	10.9%
Of Little Importance	0	0.0%
Unimportant	0	0.0%
No Answer	0	0.0%

Table 14

Needs to speak with confidence when disciplining students

Response	Frequency (N=129)	Percentage
Very Important	41	31.8%
Important	54	41.9%
Moderately Important	31	24.0%
Of Little Importance	3	2.3%
Unimportant	0	0.0%
No Answer	0	0.0%

The next category examined was care for students (see Figure 3). Care for students involved the following characteristics and behaviors: show willingness to help students (see Table 15), be approachable (see Table 16), make an effort to get to know students' interests (see Table 17), have positive relationship with students (see Table 18), and creating an emotionally (see Table 19) and physically (see Table 20) safe environment. Questions eight, nine, sixteen, twenty, twenty-one, and twenty-two pertained to the care for students category.

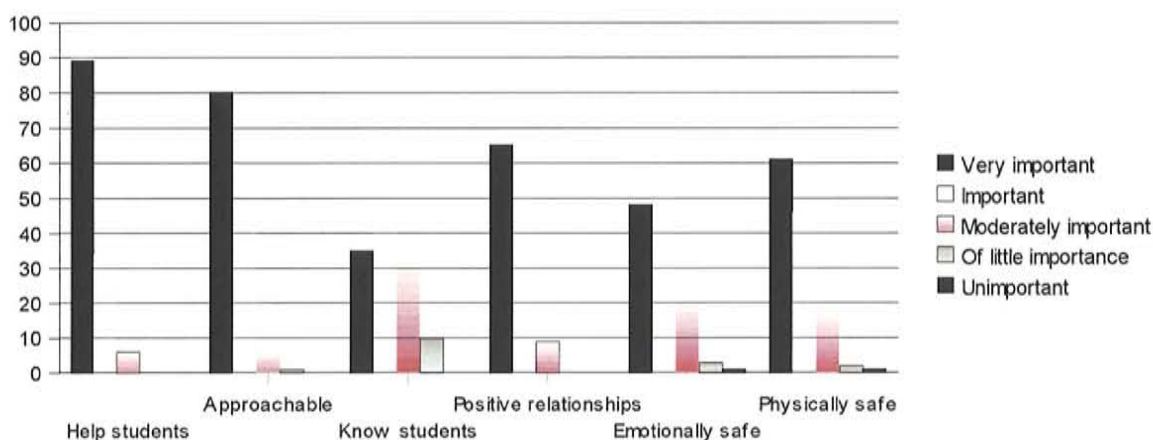


Figure 3. Chart of frequencies for care for students

The average of the means for the questions pertaining to care for students category was 4.31. This average is higher than any other category by over one-tenth of a point. This category

also had the top two means for the individual characteristics and behaviors for the entire survey. Those items were a teacher who shows willingness to help students (see Table 15) and a teacher who is approachable (see Table 16). These two characteristics had means of 4.64 and 4.56, respectively, with each receiving a rating of very important by 80 or more students. Sixty-five students also felt it was very important for a teacher to have a positive relationship with students.

Table 15

Needs to show willingness to help students

Response	Frequency (N=129)	Percentage
Very Important	89	69.0%
Important	34	26.4%
Moderately Important	6	4.7%
Of Little Importance	0	0.0%
Unimportant	0	0.0%
No Answer	0	0.0%

Table 16

Needs to be approachable

Response	Frequency (N=129)	Percentage
Very Important	80	62.0%
Important	42	32.6%
Moderately Important	6	4.7%
Of Little Importance	1	0.8%
Unimportant	0	0.0%
No Answer	0	0.0%

Table 17

Needs to make an effort to get to know students' interests

Response	Frequency (N=129)	Percentage
Very Important	35	27.1%
Important	48	37.2%
Moderately Important	36	27.9%
Of Little Importance	10	7.8%
Unimportant	0	0.0%
No Answer	0	0.0%

Table 18

Needs to have positive relationship with students

Response	Frequency (N=129)	Percentage
Very Important	65	50.4%
Important	54	41.9%
Moderately Important	9	7.0%
Of Little Importance	0	0.0%
Unimportant	0	0.0%
No Answer	1	0.8%

Table 19

Needs to create an emotionally safe environment

Response	Frequency (N=129)	Percentage
Very Important	48	37.2%
Important	54	41.9%
Moderately Important	23	17.8%
Of Little Importance	3	2.3%
Unimportant	1	0.8%
No Answer	0	0.0%

Table 20

Needs to create a physically safe environment

Response	Frequency (N=129)	Percentage
Very Important	61	47.3%
Important	46	35.7%
Moderately Important	19	14.7%
Of Little Importance	2	1.6%
Unimportant	1	0.8%
No Answer	0	0.0%

The final category involves the teacher's use of rules and expectations (see Figure 4). These characteristics and behaviors included: enforce rules equally to all students (see Table 21), communicate high expectations for all students (see Table 22), enforce all rules of the classroom (see Table 23), spend minimal time disciplining students during class time (see Table 24), address students' disruptions when it occurs (see Table 25), and use different discipline techniques with different students (see Table 26). These characteristics and behaviors were addressed in questions twelve, thirteen, eighteen, nineteen, twenty-three, and twenty-four.

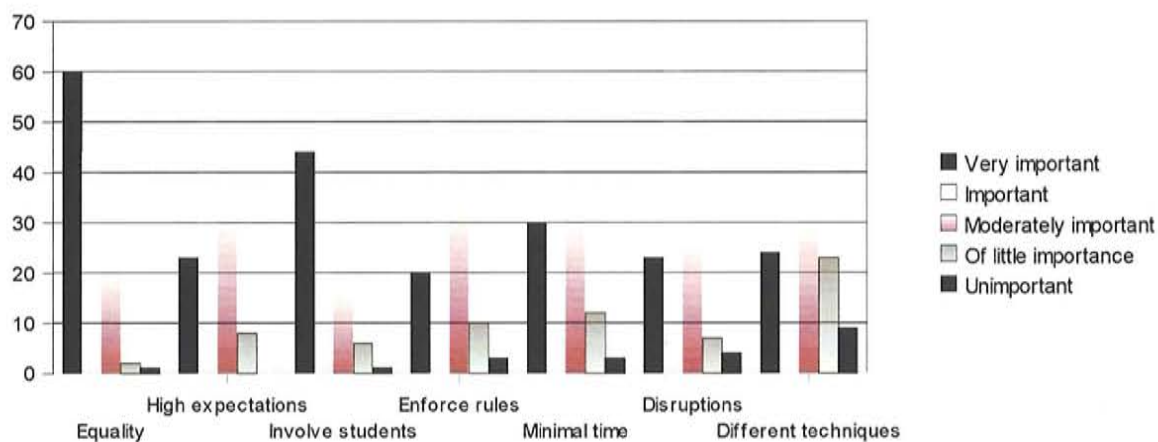


Figure 4. Chart of frequencies for teacher's use of rules and expectations

The average of the means for this category equaled 3.75, which is the lowest among the four categories. This means that according to the participants of the survey, these characteristics and behaviors are the least important for classroom management. Within this category, the behavior of using different techniques with different students had the second lowest mean score, 3.36. Of the six characteristics, five items had mean scores below 3.80. Using different discipline techniques with different students (see Table 26) had more responses for unimportant than any other item on the survey but did not have the lowest mean score.

Table 21

Needs to enforce rules equally to all students

Response	Frequency (N=129)	Percentage
Very Important	60	46.5%
Important	44	34.1%
Moderately Important	22	17.1%
Of Little Importance	2	1.6%
Unimportant	1	0.8%
No Answer	0	0.0%

Table 22

Needs to communicate high expectations for all students

Response	Frequency (N=129)	Percentage
Very Important	23	17.8%
Important	63	48.8%
Moderately Important	35	27.1%
Of Little Importance	8	6.2%
Unimportant	0	0.0%
No Answer	0	0.0%

Table 23

Needs to enforce all rules of the classroom

Response	Frequency (N=129)	Percentage
Very Important	20	15.5%
Important	59	45.7%
Moderately Important	36	27.9%
Of Little Importance	10	7.8%
Unimportant	3	2.3%
No Answer	1	0.8%

Table 24

Needs to spend minimal time disciplining during class time

Response	Frequency (N=129)	Percentage
Very Important	30	23.3%
Important	50	38.8%
Moderately Important	34	26.4%
Of Little Importance	12	9.3%
Unimportant	3	2.3%
No Answer	0	0.0%

Table 25

Needs to address students' disruptions when it occurs

Response	Frequency (N=129)	Percentage
Very Important	23	17.8%
Important	66	51.2%
Moderately Important	29	22.5%
Of Little Importance	7	5.4%
Unimportant	4	3.1%
No Answer	0	0.0%

Table 26

Needs to use different discipline techniques with different students

Response	Frequency (N=129)	Percentage
Very Important	24	18.6%
Important	39	30.2%
Moderately Important	33	25.6%
Of Little Importance	23	17.8%
Unimportant	9	7.0%
No Answer	1	0.8%

Effects of Grade Level, Gender, and Grade Point Average on Importance

The first three questions of the survey asked the student their grade level, gender, and current grade point average. These statistics were used to compare the data.

Grade level. A Kruskal Wallis Test was used to test for asymptotic significance with regards to grade level. Three questions were statistically significant at the 5 percent level. These included the following traits: displays enthusiasm, communicates high expectations for all students, and has a daily routine at beginning of every class period. For the other twenty-three items, we accept the null hypothesis that grade level will not affect students' views on the importance of these behaviors and characteristics on classroom management.

The item regarding a teacher that has effective classroom management needs to display enthusiasm had a level of asymptotic significance of .048 (see Table 27). There was the largest difference between the freshmen and sophomores, and the freshmen and seniors. The freshmen class rated this lower than the other groups as its mean was 3.86 in comparison to the sophomore and junior class, whom had means of 4.33 and 4.30, respectively.

Table 27

Grade level: displays enthusiasm

Grade Level	Frequency (N=129)	Mean Rank
Freshmen	28	49.70%
Sophomores	27	72.70%
Juniors	34	64.79%
Seniors	40	70.69%

The item where students rated a teacher's ability to communicate high expectations for all students had a level of asymptotic significance equal to .044 (see Table 28). The freshmen, having an overall mean of 4.07 for this item, felt this was more important than the two other groups. The sophomore and senior class had means equal to 3.67 and 3.58, respectively.

Table 28

Grade level: communicates high expectations to all students

Grade Level	Frequency (N=129)	Mean Rank
Freshmen	28	78.54%
Sophomores	27	59.59%
Juniors	34	68.81%
Seniors	40	55.94%

Question twenty-six dealt with the teacher having a daily routine at the beginning of the class period (see Table 29). This item had a level of asymptotic significance equal to .048. Also, the means of each grade level for this item were the only ones that had linear pattern. For this question, the higher the level in school, the less important this trait became. The freshmen class had a mean of 3.64 while the sophomore class was lower with a 3.59 mean. Juniors had a mean of 3.15 and the seniors had the lowest mean, a 3.00.

Table 29

Grade level: daily routine at beginning of the class period

Grade Level	Frequency (N=129)	Mean Rank
Freshmen	28	76.55%
Sophomores	27	73.67%
Juniors	34	59.88%
Seniors	40	55.41%

Gender. A Mann-Whitney Test was used to perform the test for asymptotic significance with regards to gender. There were 15 females and 114 males who completed the survey. Males made up 88 percent of the survey participants. Of the twenty-six questions, five questions were statistically significant at the $p < .05$ level. The characteristics and behaviors that were considered statistically significant were being well-prepared, creating student interest in the subject being taught, displaying enthusiasm, and making an effort to know students' interests.

A teacher's characteristic of being well-prepared (see Table 30) had asymptotic significant difference of .036. Female participants felt that this characteristic is more important to having effective classroom management than their male counterparts. Eighty percent of the female participants marked this characteristic as being very important while slightly less than fifty percent of the males marked it as very important.

Table 30

Gender: teacher is well-prepared

Gender	Frequency (N=129)	Mean	Mean Rank
Female	15	4.73	82.00%
Male	114	4.35	62.76%

A teacher's ability to create interest in the subject matter being taught (see Table 31) was more important to the male participants than the females. The asymptotic statistical significance

for this item was .044. Sixty-six percent of males felt this characteristic was very important while only six of fifteen females felt it was important to the success of a teacher's classroom management.

Table 31

Gender: creates student interest in the subject being taught

Gender	Frequency (N=129)	Mean	Mean Rank
Female	15	4.20	49.40%
Male	114	4.57	67.05%

With a level of asymptotic significance of .013, male participants felt it was more important for a teacher to display enthusiasm (see Table 32) than female participants. Eighty-three percent of the males selected either very important or important while sixty percent of females chose very important or important for this item.

Table 32

Gender: displays enthusiasm

Gender	Frequency (N=129)	Mean	Mean Rank
Female	15	3.73	44.10%
Male	114	4.24	67.75%

Male participants felt it was more important for a teacher to make an effort to know students' interests (see Table 33). The asymptotic significance level for this item was .046. Neither group placed much importance on this category in comparison to the other items on the survey. It was in the lowest third in regards mean with an overall score of 3.84. Knowing students' interests was very important to thirty percent of the male participants while only one female participant felt it was very important.

Table 33

Gender: makes an effort to know students' interests

Gender	Frequency (N=129)	Mean	Mean Rank
Female	15	3.40	47.80%
Male	114	3.89	67.26%

Grade point average. A Mann-Whitney Test was performed on the data to see the differences between the 3.5-3.9 grade point average range and the 2.0-2.4 grade point average range. There were 39 participants in the 3.5-3.9 range and eight participants in the 2.0-2.4 range. Statistical asymptotic significance was observed in only two items at the .01 level. None of the other items on the entire survey were statistically significant at the .05 level. The two items that had a statistically significant difference between the two groups were being well-prepared and being well-organized.

With a level of asymptotic significance at .009, being well-prepared (see Table 34) was viewed differently by students with high grade point average and students with a low grade point average. Being well-organized (see Table 35) was also statistically significant at a level of asymptotic significance at .005. Students with a 2.0 to 2.4 grade point average viewed being well-prepared and being well-organized as less important than students with a grade point average range of 3.5-3.9.

Table 34

Grade point average: well-prepared

Grade Point Average	Frequency (N=47)	Mean Rank
3.5-3.9	39	26.31%
2.0-2.4	8	12.75%

Table 35

Grade point average: well-organized

Grade Point Average	Frequency (N=47)	Mean Rank
3.5-3.9	39	26.31%
2.0-2.4	8	12.75%

Chapter V: Discussion

There are many important aspects that go into classroom management. Most of these characteristics and behaviors are thought of as being important by experts in the educational field, but which ones are the most important to leading to success in classroom management? This study looks at which aspects of classroom management make for an effective teacher as seen by high school students.

Conclusions

When comparing this study to Hayward's study, this researcher had similar findings. Although the studies were conducted differently, the results were very similar. Both studies found that students ranked the top two categories as concern for students and communication skills. For Hayward's study, concern for students had more positive comments than any other category. And the second ranked category for positive comments for Hayward's study was communication competencies, named communication skills for this study. For this study, the top two ranked categories were care for students and communication skills. These two categories, care for students and communication skills, had means of 4.31 and 4.20, respectively.

Within the care for students category, the top two ranked items in regards to mean are show willingness to help students and to be approachable. Classroom management may improve if teachers show a willingness to help students and are approachable. If teachers show that they care for each student, it may reduce classroom misbehaviors and allow more learning to take place. Since many of the students who completed this survey were enrolled in "shop" courses, the researcher was slightly surprised that these students still felt that it was important for teachers to care and show concern for students. It indicates that all learners need to know that the teacher is more than just a teacher. It is the responsibility of the teacher to build rapport with students.

The teacher's ability to prepare instruction and the classroom environment category was also ranked highly by the participants. This category had a mean of 4.17. This indicates that students value structure and organization. The results may indicate if students do not have anything to do or are not interested in the subject matter, there may be an increase in student misbehaviors. The duties of the teacher are to keep students interested in the subject matter and keep them engaged in learning for the entire time they are in the classroom or laboratory. A teacher does this by being prepared for each class period, thoroughly knowing the subject matter, and keeping students interested. Some ways to keep students interested is by involving them in the learning process in some way or by using interesting examples to introduce concepts.

The last category examined was the teacher's use of rules and expectations, which had an average mean of 3.75. Data indicates that the teacher's use of rules and expectations category was not considered important by participants. If a teacher satisfies the items from care for students, communication skills, and preparing the classroom and instruction, the use of rules and expectations becomes less used by the teacher and thus less important to the overall success of classroom management.

Freshmen students felt that the important of a teacher displaying enthusiasm was not important. There was a difference between freshmen and sophomores along with differences between freshmen and seniors. The data indicated that teachers may need to exhibit more enthusiasm with older students than with younger students.

As mentioned in chapter four, the only question that exhibited a linear pattern for the means regarded teachers having a routine at the beginning of each hour. The higher the grade level, the less important having a daily routine became. This researcher believes this is because younger students still need more of a comfort level, which is provided by having the beginning

of class start in the same way every day. Therefore, classroom structure is needed more-so at the younger levels.

When analyzing gender differences, the researcher acknowledges that having a proportion of females completing the survey may have impacted the results. The largest difference between the means of males and females were for displaying enthusiasm and making an effort to know students' interests. For both items, male students felt it was more important than the female participants. More research would be needed to see if there is a gender difference for these two traits.

A teacher being well-prepared and well-organized was viewed differently by the students with a grade point average of 3.5 to 3.9 when compared to students with a grade point average of 2.0 to 2.4. These were the only two items with a level of asymptotic significance at the one percent level. For both questions, the students with lower grade point averages viewed being well-prepared and well-organized as being less important than their counterparts with high grade point averages. This researcher believes this is due to the fact that these students do not view these characteristics as being important because they do not stress having these skills themselves.

Recommendations

There are several items that may need modifications for future studies. Looking at the survey instrument, there are a few errors that the researcher would correct. For the question asking the students about their grade point average, the researcher would change the selection that is currently 1.0-1.9 to 1.0-1.4. As it is written, that range overlaps the previous selection. This was not an issue as none of the participants chose this answer. Question number twenty-five also has an error. Instead of using the word speech, it should state speaks with confidence when

disciplining students. The survey served its purpose but could be improved by modifying it with the above suggestions.

Looking at the participants that completed the survey, the biggest issue was not having enough female participation. This could have been improved by having students from a non-elective department complete the surveys. More research could be performed in regards to gender perceptions for classroom management. Additional studies could be completed studying whether the teacher's gender effects the views of the students, especially for traits like be approachable and makes an effort to know students' interests.

Also, it would be very interesting to see if these statistics remain true in high schools with different socio-economic status and ethnicities. Also, it would be interesting if this was completed in a middle school or a junior high school. The researcher believes that care for students would still be the top ranked category no matter the setting.

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Appendix A: Rating Teachers' Characteristics and Behaviors for Classroom Management Survey

This research has been approved by the UW-Stout IRB as required by the Code of Federal Regulations Title 45 Part 46.

Rating Teacher's Characteristics and Behaviors

Directions: Answer the following questions to the best of your abilities. The first three questions ask about background information. For the remainder of the questions, give your opinion on the importance of certain characteristics and behaviors of a quality teacher in regards to classroom management. Another way to look at it is: which of these characteristics or behavior leads to a reduced number of student behavior problems in the classroom.

A. What is your grade level?

- Freshmen Sophomore Junior Senior

B. What is your gender?

- Female Male

C. What is your current grade point average?

- 4.0 3.5-3.9 3.0-3.4 2.5-2.9 2.0-2.4 1.5-1.9 1.0-1.9 Below 1.0

A teacher that has effective classroom management needs to:

1. be well-prepared.

- Very Important Important Moderately Important Of Little Importance Unimportant

2. be well-organized.

- Very Important Important Moderately Important Of Little Importance Unimportant

3. show command of the subject being taught.

- Very Important Important Moderately Important Of Little Importance Unimportant

4. create student interest in the subject being taught.

- Very Important Important Moderately Important Of Little Importance Unimportant

5. display enthusiasm.

- Very Important Important Moderately Important Of Little Importance Unimportant

6. show a desire to teach.

- Very Important Important Moderately Important Of Little Importance Unimportant

7. clearly state ideas.

- Very Important Important Moderately Important Of Little Importance Unimportant

8. show willingness to help students.

Very Important Important Moderately Important Of Little Importance Unimportant

9. be approachable.

Very Important Important Moderately Important Of Little Importance Unimportant

10. speak clearly.

Very Important Important Moderately Important Of Little Importance Unimportant

11. use appropriate level of speech.

Very Important Important Moderately Important Of Little Importance Unimportant

12. enforce rules equally to all students.

Very Important Important Moderately Important Of Little Importance Unimportant

13. communicate high expectations for all students.

Very Important Important Moderately Important Of Little Importance Unimportant

14. involve students in classroom activities.

Very Important Important Moderately Important Of Little Importance Unimportant

15. state rules and expectations in a positive fashion.

Very Important Important Moderately Important Of Little Importance Unimportant

16. make an effort to get to know students' interests.

Very Important Important Moderately Important Of Little Importance Unimportant

17. capture students' attention.

Very Important Important Moderately Important Of Little Importance Unimportant

18. enforces all rules of the classroom.

Very Important Important Moderately Important Of Little Importance Unimportant

19. spend minimal time disciplining students during class time.

Very Important Important Moderately Important Of Little Importance Unimportant

20. have positive relationship with students.

Very Important Important Moderately Important Of Little Importance Unimportant

21. create an emotionally safe environment.

Very Important Important Moderately Important Of Little Importance Unimportant

22. create a physically safe environment.

Very Important Important Moderately Important Of Little Importance Unimportant

23. address students' disruptions when it occurs.

- Very Important Important Moderately Important Of Little Importance Unimportant

24. use different discipline techniques with different students

- Very Important Important Moderately Important Of Little Importance Unimportant

25. speech with confidence when disciplining students.

- Very Important Important Moderately Important Of Little Importance Unimportant

26. have daily routine at beginning of every class period.

- Very Important Important Moderately Important Of Little Importance Unimportant

Appendix B: Consent to Participate in UW-Stout Approved Research: Rating Teacher's Behaviors and Characteristics for Classroom Management Form

Consent to Participate In UW-Stout Approved Research

Rating Teachers' Characteristics and Behaviors for Classroom Management

Investigator:

John Pitzen
1040 S. St. Augustine St
Pulaski, WI 54162
Phone 920-822-6806

Research Sponsor:

Sylvia Tiala
UW-Stout-224D Comm Tech
Menomonie, WI 54751
Phone 715-232-5619

Description:

The purpose of the study is to survey students to see what they believe are important characteristics and behaviors that a quality teacher uses for classroom management. With this completed study, beginning teachers, as well as veteran teachers, will know which characteristics and behaviors students feel are important.

Students will be asked to rate the importance of a teacher's characteristics and behaviors that lead to a successful course and an effective classroom environment. Participants will first be asked their grade level, gender, and grade point average. This information will be used for comparing the data. Next the participants will chose whether certain teacher characteristics or behaviors are very important, important, moderately important, of little importance, or unimportant to having an effective classroom environment.

Risks and Benefits:

By accepting to complete the survey, the participant realizes that there are risks. The survey has been developed to minimize the amount of risk. The survey does not ask for student names. Thus, no student names will be used in the thesis paper. This consent sheet will be kept separate of the surveys. All materials for the study will be in a locked location accessible only by the investigator.

There will be benefits to survey participants. After completion of the survey, teachers will know which characteristics and behaviors students view as being important. Teacher who use this information will become more effective in the classroom—thus benefiting the students.

Special Populations:

If you are under the age of 18, you will need to have this sheet signed not only by yourself but also by a parent or guardian.

Time Commitment and Payment:

The survey will take less than 15 minutes to complete. For your efforts, extra credit towards your homework grade will be given. Amount of points of extra credit will depend upon the course.

Confidentiality:

Participant's names will not be included in the survey nor will their name be used anywhere in the research paper. Included on the survey will be questions about student's grade level, gender, and grade point average. These questions will be used for comparing data and not to distinguish the student. In addition, this informed consent sheet will not be kept with any of the other documents completed with this project.

Right to Withdraw:

Participation in this study is entirely voluntary. You may choose not to participate without any adverse consequences. Should you choose to participate and later wish to withdraw from the study, you may discontinue your participation at this time without incurring adverse consequences.

IRB Approval:

This study has been reviewed and approved by The University of Wisconsin-Stout's Institutional Review Board (IRB). The IRB has determined that this study meets the ethical obligations required by federal law and University policies. If you have questions or concerns regarding this study please contact the Investigator or Advisor. If you have any questions, concerns, or reports regarding your rights as a research subject, please contact the IRB Administrator.

Investigator:

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Advisor:

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 715-232-5619

IRB Administrator

Sue Foxwell, Director, Research Services
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Statement of Consent:

By signing this consent form you agree to participate in the project entitled, "Rating Teacher's Characteristics and Behaviors."

 Signature of participant

Date _____

 Signature of parent or guardian

Date _____