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How School Administrators Respond to Teacher Affect

A dissertation submitted in partial satisfaction of the
requirements for the degree Doctor of Education

in

Educational Leadership

by

Rebecca J. McQuestion

Committee in charge:

University of California, San Diego

Professor Alan Daly, Chair

California State University San Marcos

Professor Erika Daniels
Professor Jacqueline Thousand

2016

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The Dissertation of Rebecca J. McQuestion is approved, and is acceptable in quality and form for publication on microfilm and electronically:

Chair

University of California, San Diego

California State University San Marcos

2016

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DEDICATION

I dedicate this work to my husband, Jim, for his loving support, shoulder to cry on, constant encouragement, always believing in me, hours of editing, and so many sacrifices - without complaining. You are my life.

I also dedicate this work to my beautiful grandson, Henry, who allowed me to leave the adult world and enter his world of smiles, giggles, and the peacefulness of being in the moment.

EPIGRAPH

I have come to the frightening conclusion.

I am the decisive element in the classroom.

It is my personal approach that creates the climate.

It is my daily mood that makes the weather.

As a teacher I possess tremendous power to make a child's life miserable or joyous.

I can be a tool of torture or an instrument of inspiration.

I can humiliate or honor, hurt or heal.

In all situations it is my response that decides whether a crisis will escalate or

de-escalate, and whether a child is de-humanized or humanized.

Dr. Haim Ginott

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ABSTRACT OF THE DISSERTATION

How School Administrators Respond to Teacher Affect

by

Rebecca J. McQuestion

Doctor of Education in Leadership

University of California, San Diego, 2016
California State University, San Marcos, 2016

Professor Alan Daly, Chair

The teacher-student relationship is a vital component to the social, emotional, and academic growth of students. Nationwide the one constant in teachers' classrooms are the observations by administrators. Administrators play a supporting role for students and teachers in our modern educational system.

The present case study examined four middle schools in a school district in Southern California. Four principals, four assistant principals, six teachers, and one superintendent of human resources were interviewed. Classroom observations with

administrators were also conducted. Previous terms used to describe negative teacher affect have been teacher bullying, student maltreatment, and student victimization. Teacher affect was chosen to delineate the behaviors rather than the intentionality.

The findings suggest administrators look to the students and their interaction with the teacher to help recognize positive or negative affect. Although no formal training takes place, much informal collaboration among administrators happens behind the scenes to decide on how best to support a teacher demonstrating negative affect. All participants agreed the best way for administration to encourage positive affect was by modeling it themselves with staff and students. Creating a positive school environment for staff and students was important and most participants noted the belief of positivity coming from the top, at a district level, and flowing down into the classrooms. The suggestions for the educational community are concepts that can be implemented simply and economically to support a positive learning environment.

Keywords: administration, classroom environment, teacher affect, teacher bullying, student maltreatment, student victimization

CHAPTER ONE: INTRODUCTION

Introduction

On any given school day morning in America, nearly 50 million students are getting ready for public education (Institute of Education Sciences [IES], 2014). Society as a whole expends great effort focusing on creating safe school environments for students, with just cause. There have been 165 school shootings since the tragic shooting at Sandy Hook Elementary School on December 14, 2012 in Newtown, Connecticut, where 20 children and six adults were killed (Every Town, 2015). These statistics are alarming and worthy of a closer examination as to why these acts of violence are continuing to occur at schools. Research into school violence has led to examining peer-to-peer bullying. When looking into school bullying the Institute of Education Sciences (IES) found that in 2011, 28% of school age students reported being bullied by a peer (IES, 2014). In addition to a relationship with school violence, bullying demonstrated other associations. The Centers for Disease Control and Prevention (2014) found that bullying behavior and suicide are closely related. These statistics are disturbing for parents and the educational community alike. America is not the only nation concerned with bullying among school children and its consequences.

Canada also examined the associations between bullying and suicidal ideation. Suicide is the second leading cause of death among young people in Canada and is of serious concern (Sampasa-Kanyinga, Roumeliotis, & Xu, 2014). Students who experienced bullying were found to be at-risk for suicidal ideation, depression, and psychological distress. Research found that approximately 15 percent of Scandinavian

students surveyed in 1980 identified themselves to be involved in bullying issues (Olweus, 2003). An increase of approximately 65% was demonstrated for students who were involved in bullying issues when Scandinavian students were surveyed again in 2001. These findings suggest school bullying is a global issue.

The educational community has taken notice, and anti-bullying programs are being offered to schoolchildren in many nations. Stopbullying.gov is just one resource for parents and schools to utilize in the prevention of student bullying. The United States has enacted state laws that address bullying (Olweus & Limber, 2010). One of many research based intervention programs implemented in schools is the Olweus Bullying Prevention Program (OBPP). Norway implemented OBPP in 1983 after three boys committed suicide possibly due to bullying. The program has resulted in a marked reduction in peer-to-peer bullying behaviors. Some of the essential components of the program are adults demonstrating an interest in students, adults offering a warm, safe environment, and adults being a positive role model. Interestingly, the main components of the program involve adult behavior rather than student behavior.

Now let us examine another aspect of the school day of those approximately 50 million school children. A snapshot of a kindergarten drop-off would most likely see some nervous parents turning their child over to a trusted teacher for the day. Thus, the term *in loco parentis* or “in place of parent” is often applied to the teacher. Research has demonstrated the school environment is often questioned as being a safe setting for youth in regard to various types of bullying (American Educational Research Association [AERA], 2013; Bradshaw, Waasdorp & O’Brennan, 2013; Gudyanga, 2014). While research into peer-to-peer bullying is increasing, what of the adult-to-student bullying?

The educational focus on teachers is usually regarding standardized testing and academic achievement (Ferguson, Phillips, Rowley, & Friedlander, 2015), but what about the importance of the teacher-student relationship? Are teachers prepared to be the emotional caregivers that the responsibilities of *in loco parentis* require? A critical part of learning is the social and emotional component in the classroom (Furrer & Skinner, 2003). Klem and Connell (2004) propose that the positive relationship between teacher and student is what motivates engagement and in turn academic achievement. In contrast, a negative teacher-student relationship may have lasting harmful effects on students (Fisher et al., 2012; Shalev et al., 2012). An imbalance of power in the classroom can create an emotionally unhealthy environment for students and lead to adult-to-student bullying (Hyman & Snook, 2000; Simons, Wu, Lin, Gordon, & Conger, 2000).

While it is essential for attention to be focused on school violence and peer-to-peer bullying behaviors for the safety of school children, there is another type of student maltreatment that receives less attention. Adult-to-student bullying in the classroom is not often considered when bullying behaviors are discussed. Periodically, the news will carry a story of teacher bullying in the classroom environment (Devine & Stickney, 2013; Dobuzinskis, 2012; Stevenson High School, 2014; Nicosia, 2016; Ponting, 2013; Rodriguez, 2016). When one such case was examined in San Diego, it was determined that few seemed to want to investigate adult-to-student bullying (Devine & Stickney, 2013; Ritter, 2013; San Diego County Grand Jury, 2013). The investigators found that there were holes in the system, which allowed student maltreatment to continue. Responsibility of the continued problem was directed to school administration for not reporting or properly investigating incidents. It is possible administrators have not been

trained to handle this sensitive issue with their faculty (Darling-Hammond, LaPointe, Meyerson, & Orr, 2007; King & Janson, 2009). When examining research on the subject we see there is student victimization occurring in the classrooms, but in the United States it is infrequently addressed (Brendgen, Wanner, Vitaro, Bukowski, & Tremblay, 2007; King & Janson, 2009; Nesbit & Philpott, 2002; Shumba, 2004; Whitted & Dupper, 2008).

An imbalance of power in the classroom has been part of the structure in many school systems for a long time. (Brendgen et al., 2007; McEachern, Aluede, & Kenny, 2008). As more research is conducted examining teacher-student relationships and the effects of student maltreatment it is apparent the topic affects the educational community. At the present time 19 states still permit the use of corporal punishment for discipline in schools. The Committee on Education and the Workforce addressed restraint and seclusion on their website at <http://democrats.edworkforce.house.gov/issue/seclusion-restraint>. Currently there are no federal laws that speak to restraint and seclusion of students in public schools. The protections on restraint and seclusion for students vary from state to state.

Research has demonstrated that positive teacher-student relationships can be a mediating factor for at-risk students for deviant behaviors (Roorda, Koomen, Split, & Oort, 2011; Wang, Brinkworth & Eccles, 2013). Hughes and Cavell (1999) suggested matching challenging students with teachers who are well equipped to develop positive teacher-student relationships to improve the outcome of at-risk students. While research has demonstrated the importance of teacher-student relationships it is uncertain what characteristics and interactions are needed to develop these relationships (Whittle, Telford, & Benson, 2015). One positive behavior that has been identified by students is a

teacher demonstrating a caring and friendly demeanor. The focus of education has long been on academics and increasing test scores, while teacher-student relationships is still a growing research field (Bernstein-Yamashiro & Noam, 2013; Ferguson et al., 2015). Including the students' perspective and perception of what teacher bullying looks like and what a positive teacher-student relationship entails would be beneficial for improvement in understanding the dynamics of teacher-student relationships (Walker, 2008; Whittle et al., 2015).

As we require more and more of teachers, additional questions must be asked regarding what supports and resources are needed by teachers to develop healthy teacher-student relationships (Bernstein-Yamashiro & Noam, 2013). Of imminent importance is how we change negative teacher affect. By the term *affect* I refer to a teachers expression of emotion displayed to others. This may include facial expressions, tone of voice, mannerisms, hand gestures, and any feelings that are observable by an individual. What actions can administrators take that will assist a change in behavior to create a positive classroom environment?

While American researchers have examined the prevalence of this phenomenon less than other countries, there are studies that indicate negative teacher affect is occurring in American classrooms (Brendgen et al., 2007; McEachern et al., 2008). School administrators and educators would benefit from a clear definition of what student maltreatment or student victimization is and looks like in the classroom. In addition, teachers and administrators alike would profit from understanding the serious consequences of abusing the imbalance of power in the classroom, which might encourage educators to create positive classroom environments where students can grow

academically and emotionally (Roorda et al., 2011). Ideas such as these would give school communities starting points for educational leaders to begin addressing the issue.

Statement of the Problem

Few would argue that the learning environment is an essential component of a successful educational experience for a student of any age (Ratcliff, Jones, Costner, Savage-Davis, & Hunt, 2010; Tian, Chen, & Huebner, 2013). A safe, collaborative, interactive relationship both with teachers and peers enhances learning and allows for healthy social and emotional growth. Educational research and professional development tends to focus on instructional strategies rather than teacher affect and classroom climate (Ferguson et al., 2015). In turn, teacher evaluations focus on the importance of lesson plans and instruction, while not directly addressing teacher-student relationships and how they affect learning (Maharaj, 2014; McKenzie et al., 2008). Added to this, it is questionable whether administrators are prepared to address this negative topic of student maltreatment and as previously mentioned, choose instead to not to investigate or choose to ignore this occurrence (Darling-Hammond et al., 2007; Maharaj, 2014).

Internationally, research is rather recent in this area though there are some expanded studies on the subject. Israeli students reported experiencing some type of emotional victimization on a regular basis (Benbenishty & Astor, 2005). An extended study showed 29% of students reported abuse from a staff member, or about one third of Israeli students every month are becoming victims in the classroom by their teachers. Students in Zimbabwe were found to experience verbal abuse by a male teacher the majority of the school day (Shumba, 2004). Over 50% of the students reported verbal

abuse by female teachers. While once thought to be a cultural issue, research is now pointing toward a social-economic status (SES) problem (Benbenishty & Astor, 2005).

Research conducted in the United States from a retrospective viewpoint has indicated that student maltreatment is a problem in America as elsewhere in the world (Hyman & Snook, 2000). In the United States, a small study was conducted at an alternative school for students 11 years to 18 years old. Of the students questioned, 88% reported being psychologically mistreated by an adult. The mistreatment included yelling, isolation, being ignored, teased, made fun of, often due to race, and refusal to assist the student (Whitted & Dupper, 2007).

Whether in Israel, Zimbabwe, or America, it is a social justice issue when students are not being protected within the proposed safety of the classroom (Hyman, 1995; Hyman & Snook, 2000). This is especially true when socioeconomic demographics, gender, special education, or other issues that put the student and the family at a disadvantage when working with the school establishment (Ba-Saddik & Hattub, 2012; Benbenishty & Astor, 2005; Bender, 2012; Brendgen et al., 2007; Chen & Wei, 2011; Konishi, Hymel, Zumbo, & Li, 2010).

In the current research I chose the term *teacher affect* rather than *teacher bullying*. The term bullying implies intentionality and it is my belief that not all teachers who display bullying behaviors are aware of the effect they have on the students in their classroom. Although, intentional or not, the outcome for the student is the same. Students in an environment that is emotionally abusive may suffer from a variety of physical and emotional difficulties (Nesbit & Karagianis, 1987).

Emotional abuse has no visible signs as physical abuse, but the harm to the child is immense and can be life-long (Fisher et al., 2012; Glaser & Prior, 1997; Roorda et al., 2011; Shalev et al., 2012). Children who have experienced emotional abuse in the classroom may have excessive anxiety, negative self-perception, changes in school performance, excessive crying, headaches, stomachaches, social anxiety, sleep disturbances, school avoidance, and depression (Shumba, 2004). Often, educational professionals are uninformed of the repercussions to a child's self-esteem after being emotionally assaulted on a regular basis in the classroom (King & Janson, 2009; Nesbit & Philpott, 2002).

Research Questions

The present research was designed to examine how administrators respond to teacher affect within the classroom. The overarching research question was, "How do administrators recognize and respond to teacher affect in the classroom?" In addition, sub-questions relating to the larger question were:

- Research Question One: "What trainings are available to educators that include the topic of teacher affect?"
- Research Question Two: "What do educators consider to be negative teacher affect with students?"
- Research Question Three: "What steps are taken when negative teacher affect is recognized?"
- Research Question Four: "How do administrators encourage a positive teacher affect in the classroom?"

Significance of the Study

The research study was developed to examine whether district administrators perceive that they are prepared to recognize and respond to negative teacher affect. In addition, are administrators taught to encourage positive teacher affect in the classroom, and, if so, in what ways? Administrators are the singular group of adults who not only visit classrooms frequently, but also hear the complaints from students regarding negative teacher affect. It is critical to ensure that administrators are aware of the issue and are trained how to educate teachers.

As previously mentioned, it is possible teachers are unaware of the bullying behaviors they might exhibit with their students (Nesbit & Philpott, 2002). Who better to assist teachers in the importance of a positive affect and teacher-student relationships than their administrators? Administrators have the position to influence a positive school climate and school philosophy (Villa & Thousand, 2000). It is vital that the educational community knows whether administrators are prepared for this undertaking.

Definition of Key Terms

Affect. The expressions of emotion or feelings to others include facial expressions, gestures, tone of voice, and other signs of emotion such as laughter or tears.

Bullying. Bullying is a form of harassment committed by an abuser who possess more physical and/or social power and dominance than the victim.

Emotional abuse. Emotional abuse is identified as excessive screaming, degrading comments, name-calling, threatening comments, using homework as punishment, harsh

criticism, and excessive demands on students, or withholding of a developmental nurturing relationship.

In loco-parentis. In place of parent.

Psychological or emotional maltreatment. Emotional maltreatment consists of any behavior that affects a student's self-image and results in a decrease in the student's feeling of self-worth.

Post-traumatic stress disorder. Post-traumatic stress disorder is an anxiety disorder occurring after exposure to an emotional trauma.

Teacher Affect. A teacher's emotional behavior with students, including attitude, teacher-student relationship, and verbal and non-verbal communication.

Verbal abuse. Verbal abuse includes excessive screaming, degrading comments, name-calling, threatening comments, harsh criticism, and labeling.

Victimization. The act of making an individual a victim through behaviors that adversely affect them.

CHAPTER TWO: REVIEW OF LITERATURE

Most would agree that our future lies in today's youth. With that statement we must examine if, as a society, we are meeting the needs of today's children and preparing them to be healthy, productive adults of tomorrow. To meet these needs, students require a safe environment in which to learn and develop. Yet, recent surveys show schools to be not very safe places for children due to the varying types of student-to-student bullying (AERA, 2013; Bradshaw et al., 2013). A national study of educators revealed that 75% of teachers had students reporting verbal bullying, 58% heard reports of bullying, 50% physical bullying, and 14% had students share that they were experiencing cyberbullying. Educators nationally have taken note of this disturbing trend and have suggested various interventions to improve school climate (Wang, Berry, & Swearer, 2013). Suggestions such as introducing anti-bullying strategies into curriculum, improving collaboration within the entire school community, and yearly assemblies that address bullying are just some of the recommendations to assist in making school a safe place for children (AERA, 2013).

In 2013, the American Educational Research Association (AERA) produced a comprehensive report regarding bullying in American schools. Since 2010, AERA has addressed the seriousness of the issue by looking through the lens of human behavior, human development, and human interactions within educational environments. At that time a Capitol Hill briefing was held on the subject from a special issue of the Educational Researcher titled *New Perspectives on School Safety and Violence Prevention*. In 2013, the bullying issues that directly affected the lesbian, gay, bisexual, transgendered, and

queer (LGBTQ) community were addressed. AERA is just one body researching this critical topic of violence on our school campuses. Most districts have some type of yearly anti-bullying program for students to participate in. The California Department of Education realizes the seriousness of this issue and has many resources that focus on the occurrence of bullying in schools.

While the previously mentioned research regarding student-to-student bullying is critical, there is another type of victimization that takes place that has been given less attention. Teacher-to-student bullying is a problem that is rarely addressed in educational circles (Whitted & Dupper, 2007). There are a multitude of reasons for the silence regarding adult-to-student bullying within the classroom. As research into the subject is further examined, difficulties become apparent in defining teacher bullying, researching the occurrence, and teacher and administrator preparedness to address negative teacher affect (Brendgen, Wanner, & Vitaro, 2006; Whitted & Dupper, 2007). Internationally, a small group of researchers have called for adult-to-student victimization to be added to the attention that school bullying is receiving (Khoury-Kassabri, 2009; Shumba, 2004; Whitted & Dupper, 2007)

Since children spend most of their developmental growth in the classroom this suggests that we examine the educational environment in which they reside. The news is full of information regarding academic progress worldwide and different strategies in which to increase student learning. In the United States much attention has been given to schools that are falling behind academically. At the center is the move to Common Core instruction in the classroom (Wallender, 2014). In contrast, students' emotional welfare

and development have been less at the forefront of these discussions, although recently more researchers are starting to take interest (Brendgen et al., 2007; Ferguson et al., 2015; Roorda et al., 2011).

Fortunately, along with this academic focus has come an advance in research examining the interaction between learning and student emotional support through positive teacher-student relationships (Reyes, Brackett, Rivers, White, & Salovey, 2012; Roorda et al., 2011). Arguably, it is easier to measure student learning through test scores, while the state of student emotional health is more difficult to measure in an objective way (Brendgen et al., 2007). Research has posited a correlation between teacher-student interactions and student academic growth that cannot be ignored (Frisby & Martin, 2010; Meeuwisse, Severiens, & Born, 2010). While educating youth that are ready for the complex world of tomorrow is essential, the future also requires emotionally healthy adults. It is imperative that we examine the effects of student emotional maltreatment and stress on today's youth. Recent research demonstrates an association between stress and maltreatment with physical, mental, and emotional problems later in life (Fisher et al., 2012; Shalev et al., 2012). These findings demonstrate a need for continued attention to be focused on school and classroom environments, in addition to supporting positive teacher affect in the classroom

The present literature review examines student maltreatment as to how it occurs in the classroom. The nature and definition of student maltreatment is needed to understand the problem. After defining student maltreatment, articles are reviewed regarding prevalence and the life-long consequences of experiencing emotional abuse by a trusted

adult. Studies demonstrate a certain student demographic that is at high-risk of experiencing student maltreatment. Considering the demographics involved, student maltreatment is very much a social justice issue. Next, findings are reported that show the significance of positive teacher affect and the effect it has on student well-being and academic success. Additionally, literature is examined that looks at what educational leaders and policy makers can do to prevent student maltreatment before it ever occurs. Examined is how administrators are prepared to recognize negative teacher affect and ways those administrators can support teachers in learning to demonstrate positive affect towards their students. Lastly, theories will be examined to assist in explaining and understanding the importance of a positive teacher affect and how they relate to the present research.

Student Maltreatment

Edmond Burke, a political theorist and philosopher from the 1700's, was quoted in one of his speeches as saying, "The greater the power, the more dangerous the abuse" (Burke, 1771). Previous research suggests schools are purposely set up with a power imbalance to assist with discipline and encourage students to be independent (Hyman & Snook, 2000; Wehlage, Rutter, Smith, Lesko, & Fernandez, 1989). Hyman & Snook (2000) coined the term *toxic schools* to describe this inequity of power between teachers and students. The imbalance of power escalates as students rebel against control and display hostile and defiant behaviors (Simons et al., 2000). Helping educators understand that this imbalance of power exists and what might be defined as discipline to them might be viewed as bullying by students is part of creating a positive school climate (Naylor,

Cowie, Cossin, Bettencourt, & Lemme, 2006). Bernstein-Yamashiro and Noam (2013) conducted an article review of the current research on teacher-student relationships, as did Ferguson et al. (2015) compiled a report regarding the influences on teaching. Their findings agreed that the focus for many years has been on academics and the human aspect of education has been less explored.

Defining student maltreatment. The definitions of student maltreatment vary among researchers (AERA, 2014; Brendgen et al., 2007). In addition, the terms used to describe the act itself varies in research. Bullying, student victimization, verbal abuse, emotional abuse, and harassment are some descriptors used when discussing an abuse of power within the classroom (Naylor et al., 2006; Smith, Cowie, Olafsson, & Liefhoghe, 2002).

Bullying behaviors include yelling at students, mocking, making fun of, name-calling due to race or ability, negative putdowns and comparisons with other students, threats, shaming, cursing, refusing use of the restroom, and other behaviors which humiliate the student as demonstrated by an imbalance of power (Brendgen et al., 2007; Benbenishty & Astor, 2005; Whitted & Dupper, 2007). When trying to define bullying it must be recognized that the term means different things in different countries (Smith et al., 2002). Even the definition of the term can be translated differently in various languages. Most researchers do agree with the above behaviors as demonstrating an imbalance of power and can be defined as teacher bullying (Brendgen et al., 2007; Khoury-Kassabri, 2012; Whitted & Dupper, 2007; Benbenishty & Astor, 2005).

Student maltreatment has been defined from a legal and professional perspective since 1974 (Melton & Corson, 1987). Under the Child Abuse Prevention and Treatment

Act of 1974, “mental injury” is included as the federal definition of child abuse and neglect (Melton & Corson, 1987). Mental injury or mental neglect was defined as a failure to nurture and meet a child’s mental needs. The definition included the negative results, such as “impairment to intellectual, psychological or emotional well-being and functioning of the child” (Melton & Corson, 1987, p. 189). In addition, emotional maltreatment is included under the legal term of child abuse (Glaser & Prior, 1997). It can be argued that emotional maltreatment refers to a relationship, while physical abuse to an event. This idea presents the seriousness of emotional maltreatment happening in the school setting on a daily basis. While an event is something that a student knows will have an ending, a student who is the subject of emotional maltreatment in the classroom has no end in sight (Nesbit & Philpott, 2002).

When examining student maltreatment, intentionality must also be examined (King & Janson, 2009; Nesbit & Philpott, 2002). Although student outcome is the same whether the student maltreatment was intentional or not, bullying does carry the component of the intent to cause harm. Teachers are not always aware of the consequences their bullying type behavior might have on their students (King & Janson, 2009; Nesbit & Philpott, 2002). The lack of understanding that a teacher’s bullying behavior causes harm to students takes away the intentionality of the bullying. Bullying is usually described as having three components: intentionality, behavior carried out repeatedly over time, and an imbalance of power (Benbenishty & Astor, 2005; Smith et al, 2002). Nesbit and Philpott (2002) broached the topic of emotional abuse in the classroom and developed The Scale of Subtle Emotional Abuse. The scale is a self-

assessment that takes the focus off of intention and focuses on the effect of emotional abusive behaviors.

Prevalence of student maltreatment. Extensive empirical research conducted internationally on this topic demonstrated that student maltreatment occurs across cultures and countries in similar fashion (Benbenishty & Astor, 2005). Almost 25% of students in Israel experience victimization within the school classroom from teachers (Benbenishty, Zeira, & Astor, 2002). In addition, China reported 27% of students experience some type of student maltreatment by teachers (Chen & Wei, 2011). High incidences of emotional abuse by teachers were also reported from India, Zimbabwe, Nigeria, Iran, Taiwan, and Cyprus (Ba-Saddik & Hattab, 2012). Current research of American students does demonstrate student-to-student bullying to be a problem, but what do we know of student maltreatment in America by educators? In AERA's comprehensive report of 2013, a Brief which addressed *Looking Beyond the Traditional Definition*, suggested that an examination of victimization should include all members of the educational community (AERA, 2013).

Few empirical studies have been conducted in America (McEachern et al., 2008; Melton & Corson, 1987), which Hyman, Zelikoff, and Clarke (1988) suggest is due to a lack of cooperation from school districts. Indeed, the topic of emotional abuse is a sensitive issue to address (McEachern et al., 2008). Shumba (2004) proposes that emotionally abusive behaviors by educators are underreported. Piskin et al. (2014) suggests several reasons why research interest is slight regarding bully behaviors toward students by adults. Many cultures see educators as an authoritative figure in society and are not questioned regarding their discipline methods, which are considered part of the

educational process. Additionally, the topic is difficult to measure in research without appropriate scales evaluating teacher behaviors.

Hyman and Snook (2000) conducted retrospective studies to examine student maltreatment in America. When student maltreatment is looked at through a retrospective lens, 50% to 60% of adults report experiencing a school related emotional traumatizing event (Brendgen et al., 2007; Hyman & Snook, 2000). While fewer studies have been conducted with American students, international studies demonstrate that student maltreatment is similar and universal across the globe (Benbenishty & Astor, 2005; Hyman & Perone, 1998; McEachern et al., 2008; Melton & Corson, 1987).

Research conducted in Taiwan suggested that teachers are regarded as the ultimate authority and have much power over students, which can be easily abused (Chen & Wei, 2011). This imbalance of power between teacher and student can create an atmosphere conducive to student emotional abuse. Students within such environments may demonstrate a lack of social skills, behavioral problems, and poor academic achievement (Roorda et al., 2001). Teachers who are untrained on how to handle students with disruptive or inattentive behaviors can resort to student maltreatment, which can escalate negative behavior and the cycle of abuse continues (Brendgen et al., 2007).

Similar findings have been demonstrated from Israel. The discoveries reiterated the danger of the imbalance of power in the classroom (Khoury-Kassabri, 2012). In addition, research demonstrated that teachers who perceive themselves as not having self-efficacy are more at-risk of being emotionally abusive to students. Khoury-Kassabri (2012) defined self-efficacy as teachers' belief that they are competent in their role as educator. As the teacher's confidence level drops, the chance of teacher-student

maltreatment increases. Liew, Chen, and Hughes (2010) suggest the risk for student maltreatment rises when teachers who perceive themselves as ill prepared for classroom teaching are placed with students who have few advocates to speak for them. Combine this with an imbalance of power within the classroom and the environment can easily become abusive (Chen & Wei, 2011). This coincides with a survey study conducted within the United States, in which students reported being bullied by teachers twice as often than by peers (Whitted & Dupper, 2007).

Findings in China (Chen & Wei, 2011) supported focusing more prevention and intervention strategies to address this societal issue of student maltreatment. When more than 1,300 students were surveyed in grades seven through nine, findings established that almost 27% of students reported receiving some type of abusive treatment from their teachers, even though it is strictly against governmental policy (Chen & Wei, 2011). The findings demonstrated that teacher-student relationship was the biggest predictor for student victimization. The 27% of students reported as receiving some type of abuse fell into the at-risk group and reported having poor teacher-student relationships. At-risk students were identified as coming from low socioeconomic status, male gender, or having poor teacher-student relationships.

Implications for students. While student maltreatment is slowly becoming recognized as an issue of national and international concern (Benbenishty & Astor, 2005; Brendgen et al., 2007; Whitted & Dupper, 2007), some researchers are widening their scope of investigation to include lasting biological damage (Khoury-Kassabri, 2012). Recently, studies have for the first time connected negative biological consequences to exposure to frequent emotional maltreatment by an adult at a young age (Shalev et al.,

2012). Children exposed to multiple incidences of stressors showed accelerated telomere erosion. Telomeres are at the end of chromosomes and protect the gene from degradation. Shortened telomeres have been linked to many health problems in adults. Psychosocial stress is linked with inflammation and telomere erosion overtime. The longitudinal study found no lengthening of the telomeres after the maltreatment was removed (Shalev et al., 2012).

On a similar note, a longitudinal study was conducted to determine if there was a correlation between being bullied as a child and risk of self-harm in early adolescence (Fisher et al., 2012). The study did not specifically examine teacher bullying, but did look at children's exposure to frequent bullying behaviors. Findings demonstrated that children with a history of exposure to frequent bullying did have a significant increase in the chance of later self-harm during early adolescence. Those children who experienced physical maltreatment by an adult were at a higher risk. Bender (2012) examined the mediating effect schools can have between student maltreatment and lifelong effects, which were encouraging. Positive school engagement can be a productive intervention, along with encouraging positive bonds between teachers and students.

While previous research had demonstrated that exposure to maltreatment could lead to life-long emotional and physical health problems (Fisher et al., 2012; Roorda et al., 2011; Shalev et al., 2012), brain function and connectivity were explored in recent research. Sixty-four adolescent participants were followed longitudinally from birth with the Wisconsin Study of Families and Work (Herrington et al., 2013). All participants had experienced some type of maltreatment and/or stressor during their childhood. The results indicated that all participants demonstrated lower prefrontal-hippocampal connectivity,

while females also demonstrated lower prefrontal-amygdala connectivity. The altered connectivity affects the brain's fear circuitry and leads to increased risks of adult anxiety and depression. Females also demonstrated lower prefrontal-amygdala connectivity, which might help explain why women are at higher risk of anxiety and depression as adults. The lower connectivity was also present in participants with lower level exposure to maltreatment experiences.

The disruption of the fear-extinction circuitry may also be associated with Post-traumatic Stress Disorder (PTSD). Interestingly, the connectivity disruption is different than that of adults who have experienced emotional stressors, such as combat. The finding assumes that connectivity disruption is more vulnerable to exposure to maltreatment during the developmental years, which increases the likelihood of emotional maladjustment. The results of this recent study further provide evidence of the danger of students having daily contact with poor teacher-student relationships and student maltreatment (Herringa et al., 2013).

Demographic connections with social justice. The research also suggests that the student maltreatment is more prominent among some demographic groups. For example, male students were found to be more at risk than females for maltreatment (Benbenishty & Astor, 2005; Brendgen et al., 2007; Chen & Wei, 2011; Konishi et al., 2010). A study conducted in Aden Governorate, Yemen reported 55.2% of students described experiencing some type of emotional abuse at least once during their school lifetime. Males had a much higher exposure rate to emotional abuse than females. Seventy-two percent of male students reported experiencing some type of emotional student maltreatment during their school experiences, while females reported 26.1% (Ba-

Saddik & Hattab, 2012). The study also found family type and father's education to be an indicator for student maltreatment. Children who came from divorced families were at greater risk of experiencing emotional abuse. In contrast, the higher a father's education, the less chance the children would be exposed to student maltreatment. This could be due the fact that the more educated the father the more of an advocate he would be for his children.

As stated earlier, females are more vulnerable for internalizing disorders due to exposure to maltreatment, such as anxiety and depression (Herringa et al., 2013). Males are at a higher risk of experiencing student maltreatment and though females suffer greater emotional internal damage, they are more willing to report the abusive teacher to administration (Chen & Wei, 2011; Herringa et al., 2013; Khoury-Kassabri, 2009).

Various characteristics regarding students may put them at a higher risk of experiencing student maltreatment. Students who are not part of the dominant culture or ethnicity are more at-risk. In addition, lower socioeconomic status puts students at-risk for maltreatment. Students who are different than the educator due to religion can make them a target for victimization. Children, who demonstrate school disengagement, as well as students with special needs, are at a higher risk of student maltreatment at the hands of an educator. All of these characteristics are demonstrated by students who may not have advocates to speak out for them or are different than the mainstream student, which increases the imbalance of power (Ba-Saddik & Hattub, 2012; Bender, 2012; Khoury-Kassabri, 2006; Konishi et al., 2010; Meeuwisse et al., 2010).

In addition, students with behavioral issues, poor effort control, or whom teachers define as aggressive are at a higher risk of developing poor teacher-student relationships

(Hughes & Cavell, 1999; Liew et al., 2010). Frisby and Martin (2010) propose regarding the latter group of students, poor classroom management and inadequate teacher training may contribute to teachers reacting to behavior in a bullying manner rather than responding with strategies to improve teacher-student relationships. Furthermore, students who had poor interactions with their teachers were at high-risk of experiencing student maltreatment (Chen & Wei, 2011; Khoury-Kassabri, 2009).

Studies are mixed on the age of student and exposure to victimization (Schmid & Benbenishty, 2011). It is possible that older students are more likely to communicate the abuse than younger students. Female students in Taiwan were more likely to report abuse, while males were more likely to experience student maltreatment. It was also observed that abuse increased with grade level. When surveying middle school students in Taiwan, boys and older students reported experiencing higher amounts of victimization (Chen & Wei, 2011).

Equally important, a correlation between students who had at-risk peers and student maltreatment was also found (Chen & Wei, 2011; Khoury-Kassabri, 2009). At-risk was being defined as male, students involved in bullying, the victim or the bully, low socioeconomic status, low school engagement, ethnicity, culture, or special needs. Chen & Wei, (2011) suggested that teachers might judge students by their peer group and treat them accordingly. These findings were supported and reinforced by previous research showing that at-risk students are especially vulnerable to teacher maltreatment (Liew et al., 2010). Studies across countries demonstrate similar findings regarding who are likely to be the greatest victims of student maltreatment and, again, the findings point to an imbalance of power in the classroom (Benbenishty & Astor, 2005; Hyman & Snook,

2000). Roorda et al., (2011) conducted a meta-analysis to investigate teacher-student relationships and found that students who are at-risk or marginalized by society to be vulnerable for experiencing student maltreatment at the hands of an adult in the educational system. Considering the demographics of the population, it is a human rights issue involving social justice and equity of education (Melton & Corson, 1987).

Positive Teacher Affect and Student Success

What happens when students are supported by caring adults within the educational community? The importance of a positive teacher-student relationship cannot be understated (Furrer & Skinner, 2003; Klem & Connell, 2004; Schuengel, 2012). A meta-analysis examined the influence of teacher-student interactions and academic achievement. The findings were extensive and validated the importance of previous research in this area (Roorda et al., 2011). When teachers are viewed as a positive influence for students, they create a *safe base* for them to explore, learn, and create from, all the time knowing they have a safe haven to come back to. This type of supportive environment encourages students' curiosity and increases learning. Teachers who know how to develop positive relationships with their students use more collaborative learning in the classroom and model and foster healthy peer relationships (Frisby & Martin, 2010). Frisby and Martin (2010) assert that the classroom is actually where children gain their first experience of social learning and teachers are accountable for setting a healthy example.

Furthermore, positive teacher-student rapport is a significant predictor to student affective and cognitive learning (Frisby & Martin, 2010). Teacher-student rapport was defined as a trusting mutual social bond between two people. The research demonstrated

that the more positive teacher-student rapport, the more connectedness the students felt, which contributed to increase learning. Teacher behaviors have a close relationship to student outcomes (Roorda et al., 2011). Teachers who took the time to develop positive relationships with their students experienced classroom environments conducive to learning. Positive associations were discovered between positive teacher-student relationships and an increase in academic achievement and classroom engagement (Roorda et al., 2011).

Effect of positive teacher-student interactions. There is a correlation between educators who focus on positive interactions with their students and higher academic learning (Furrer & Skinner, 2003; Klem & Connell, 2004; Roorda et al., 2011). A large study conducted in Canada (Konishi et al., 2010) examined students' math and reading test scores, student perceptions of their connectedness with teachers, and the principal's evaluation of the level of peer bullying taking place on campus. Findings demonstrated that higher levels of negative interpersonal interactions were associated with lower academic levels. In contrast, the higher perceived connectedness the student had with teachers the higher the academic achievement. The positive teacher-student relationships led to increases in both math and reading scores. It seems that positive teacher-student interactions may be able to buffer the negative effects of an adverse school environment (Konishi et al., 2010).

The previous research was echoed when the correlation between school disengagement and juvenile delinquency were studied (Bender, 2012). Bender (2012) found that students who lack prosocial bonds with adults are more likely to engage in criminal behavior and experience maltreatment. This finding supports life-course theory

that posits when students do not bond in the traditional setting they are at increased risk of delinquency (Sampson & Laub, 1992). From a resiliency lens, students who are at-risk respond to interventions in the traditional setting, especially developing trusting bonds with adults. Study findings also suggest that students should be identified as at-risk before delinquency begins and prosocial interventions put in place to help students engage in school and bond with peers and teachers.

In agreement with previous findings, a positive effect was determined on achievement when students are exposed to positive teacher-student interactions (Curby, Rimm-Kaufmann, & Ponitz, 2009). A longitudinal study examined the academic growth patterns in word reading, phonological awareness, and mathematics over a two-year period. Participants were kindergarten and first grade students. Findings demonstrated that teachers' emotional support for students had a significant impact on learning outcomes. Low achieving students showed higher academic growth in some areas over their higher achieving counterparts when exposed to a supportive and caring educator (Curby et al., 2009). A positive climate was defined as a classroom that supported students with a teacher who had good relationships with her students and demonstrated such behaviors as smiling, laughter, and a show of respect. Teachers were also observed by their sensitivity to the needs of their students. These findings are important when examining how to close the achievement gap in schools.

Reyes, Brackett, Rivers, White, and Salovey (2012) suggest the emotional climate of the classroom cannot be understated when discussing academic achievement. More specifically, the emotional climate of the classroom has a direct, positive effect on student engagement and academic achievement (Reyes et al., 2012). A positive learning

environment was measured as one with a sense of connectedness, belongingness, enjoyment, enthusiasm, and respect. Teachers also demonstrated sensitivity to their students' needs and were responsive to academic and social needs. Classrooms such as these promote enjoyment in learning and improvement in academic skills. Conversely, a negative classroom environment may result in lifelong emotional and physical problems, as well as having a negative impact on academic learning (Brendgen et al., 2007; Hyman et al., 1988; Konishi et al., 2010; McEachern et al., 2008; Piskin et al., 2014).

Frisby and Martin (2010) conducted research that focused on teacher-student relationships and what characteristics constituted an effective teacher. Teachers who worked on developing positive teacher-student relationships through both verbal and non-verbal communication and created a warm caring classroom environment were successful in educating today's youth. The more the educational community understands what the positive relational process consists of and how it impacts learning, the more teacher education can be developed to support emotionally healthy classrooms. Emotionally healthy classrooms reduce student anxiety and encourage students to make attachments, which helps increase graduation rates. If students are enjoying their environment they are more likely to stay until graduation. Frisby and Martin concentrated on the connectedness of the classroom, which promotes students to develop strong bonds with peers and teachers alike. Teachers model the characteristics of emotionally healthy bonds and students feel comfortable enough to practice the prosocial behavior with both peers and teachers. It was suggested that teacher's rapport with students and creating a positive classroom environment not only increases academic achievement and graduation rate, but also has an impact on student interpersonal relationships.

Positive classroom environments have an impact on a student's sense of belonging. The important role teacher's play in creating an environment favorable for positive teacher and student interactions assists students in having a feeling of belonging in the classroom (Meeuwisse et al., 2010). A large part of building this essential sense of belonging is having positive social interactions with peers and teachers. In fact, research demonstrated that it was formal forms of positive interaction with teachers that made minority students feel at home in an educational setting (Meeuwisse et al., 2010). Roorda et al. (2011) suggests that, considering the seriousness of the achievement gap for minority students, this research is crucial in understanding how to close the gap (Furrer & Skinner, 2003; Klem & Connell, 2004). Accordingly, schools would benefit if teacher training programs and professional development opportunities stressed the results of findings such as these (Benbenishty & Astor, 2005; Brendgen et al., 2007; Curby et al., 2009; Frisby & Martin, 2010; Nesbit, 1991; Reyes et al., 2012).

As students mature, positive teacher-student relations become more important (Roorda et al., 2011). Unfortunately, these vital relationships seem to become less frequent in higher grades. Marcus and Sander-Reio (2001) question if high school success and graduation rates would be more positive if teacher-student relationships and classroom climate became a priority in secondary schools. This is especially significant since academic achievement was demonstrated to improve for students at-risk for academic failure when positive teacher support was introduced (Roorda et al., 2011). In view of findings indicating ethnically diverse students have the most difficulty with school adjustment, Meeuwisse, Severiens, and Born (2010) suggests a change of focus to academic climate to assist closing the achievement gap.

Learning environment. Despite the occurrence of student maltreatment by teachers, researchers are also finding effective ways to counteract the negative effects. Supportive teacher-student relationships as well as a supportive learning environment are key factors to student success. Most notably, a sense of belonging and academic success for ethnically diverse students is closely related (Meeuwisse, et al., 2010). A positive teacher-student relationship can help in having a sense of belonging and an increase of academic success for students of minority background. Students who are considered at-risk such as students of low social economic status, ethnic minority, boys, and students receiving special education support, would all benefit the most from positive teacher-student interactions in the school environment (Roorda, et al., 2011). At-risk students are strongly influenced by their relationship with teachers and their chances of academic and social success are associated with a positive classroom environment.

Teachers can be a child's greatest advocate when they demonstrate caring and encouraging characteristics with their students. When at-risk students were put in the classroom of a teacher who showed positive and supportive attributes, they achieved academically as high as their non-risk peers (Liew, et al., 2010). This finding further demonstrates the importance of a supportive teacher-student relationship. When the relationship between positive teacher-student rapport and increased academic progress was investigated a strong correlation was revealed between a positive classroom environment and student outcome (Frisby & Martin, 2010; Liew, et al., 2010).

When the effect of verbal and non-verbal teacher-student communication was examined it was found positive non-verbal behaviors have a favorable influence on student learning (Frisby & Martin, 2010). Non-verbal student-teacher communication

was simply identified as smiling and nodding to students. Such non-verbal communication seems to convey to students that they are in a caring and nurturing environment (Frisby & Martin, 2010). Students perceived more connectedness in the classroom, which related to a safe environment for them to learn in. When students perceive positive teacher-student rapport, gains in learning and participation are demonstrated, both of which are needed to close the achievement gap for at-risk students.

Various teacher preparation programs offer little training regarding communication, positive teacher-student rapport, and the positive correlation between teacher-student relationships and academic success (Chen & Wei, 2011; Frisby & Martin, 2010; Hyman, 1995; King & Janson, 2009; Liew et al., 2010; Nesbit & Philpott, 2002; Reyes et al., 2012). Research suggests the need to address this as a social dynamic of teacher and student relationships (Curby et al., 2009; Roorda et al., 2011; Konishi et al., 2010). Reshaping the educational community to be a safe haven and learning rich environment for our youth of today and leaders of tomorrow, especially for at-risk students, requires more attention to be given to student emotional well-being, academic success, and teacher training (Brendgen et al., 2007; Curby et al., 2009; Khoury-Kassabri, 2012; Konishi et al., 2010; Roorda et al., 2011).

Teacher Training Programs and Professional Development. Those that have been in education for many years will acknowledge that frequently the field of education has various reforms and changes. Until 1975 Educational Psychology was a part of almost all teacher-training programs (Hoy, 2000). Socrates, Plato, and Aristotle are still discussed in educational psychology. Socrates gave us our questioning strategy of Socratic reasoning used in many classrooms today. Although many teacher-training

programs tout that they require courses in Educational Psychology, few cover the same topics as yesteryear. In the years 1926 to 1975, Education Psychology included brain physiology, heredity, instincts, child development, and social and emotional issues. Since that time, the human aspect has been removed and has been replaced with assessments, teaching methods, and individual and group differences. Such information suggests that educators would benefit from being taught cognitive psychology to assist them about how their students learn and developmental psychology to assist educators to understand when children are ready to learn (Ishler, Edens, & Berry, 1996). The value of learning these various aspects of psychology helps educators to understand the intellectual, social, and personal developmental needs of their students. Students no longer are just a test score, but become more personal and human.

Some pre-service teachers may require more support to develop the positive relationships needed for student success. Data were collected and examined over a 2-year period of participants enrolled in a 5 year combined Bachelor/Masters in Teaching program (Ripski, LoCasale-Crouch, & Decker, 2011). They explored pre-service teachers' personality traits, emotional states, stability of traits and states, and then looked at teacher-student interactions. One important finding was those pre-service teachers' personality traits and emotional states were predictive of observed teacher behavior in the classroom. Interestingly, high levels of extroversion or depression were related to poor quality instruction. Pre-service teachers with high levels of extroversion did well with their peers, but were less sensitive to student needs (Ripski et al., 2011; Unruh & McCord, 2010). Understanding that certain teachers will need more support as they begin their career may help prevent student maltreatment before it begins.

Offering training that assists district and school personnel understand various personality characteristics, including their own has proven beneficial for communication (Gilbert, 1992). Process Communication Model (PCM) is one such methodology (Gilbert, 2014). PCM labeled six types of personalities: Harmonizers, Thinkers, Persisters, Imaginers, Rebels, and Promoters. Understanding how each personality type communicates and reacts to stress helps teachers and administrators meet the needs of various individuals. One K-12 school district gave a three day professional staff development on the concepts regarding PCM. The participants not only learned about themselves, but also how to communicate with personalities other than their own. The district saw less employee turnover, increased employee satisfaction, increased student achievement, decreased failure rates, decreased disciplinary referrals, decrease in dropout rate, and graduate rate increased (Gilbert, 1992). Although, the study was small it shows promise that increasing knowledge about effective communication may successfully help both educators and students see positive outcomes.

Teachers act as models and leaders for other teachers (Nesbit & Karagianis, 1987). Studies have suggested that pre-service and professional development include education in communication. Both non-verbal and verbal communication can contribute to student maltreatment (Frisby & Martin, 2010; Woolfolk & Galloway, 2001). In addition, Nesbit (1991) suggests training on coping mechanisms and understanding the stress that goes along with being an educator would be valuable. Becoming aware of what constitutes emotional abuse and defining it is central in changing behaviors. (Benbenishty et al., 2002a; Khoury-Kassabri, 2009). Also, though uncomfortable,

teachers have an ethical obligation to intercede on a child's behalf and confront a colleague about their behavior and offer support (King & Jansen, 2009).

At times what is learned at staff development opportunities does not make it into the classroom to assist increased learning (Joyce & Showers, 2002). Care must be taken in planning training for educators. Many times administrators have too many topics to cover and overwhelm educators and time is wasted. Focus areas need to be narrowed down and goals set on what the outcome will be. In addition, time for collaboration must be considered when planning staff developments. Success has been demonstrated when a skill has been demonstrated or modeled for the participants. Joyce and Showers (2002) suggest a vital tool for transferring what is learned to practice is implementing coaching. Coaching can lead to long term retention and it need not be professional coaching. Peer coaching has been demonstrated as being a successful strategy to transfer new knowledge into classroom practice.

Policy Implications. Teacher bullying is not easily addressed by school districts. Not only is it difficult to identify due to the autonomous nature of teaching, but also administrators are seeing a snapshot of an educator's teaching and classroom management style. Emotional maltreatment leaves no visible signs, such as bruising or broken bones as does corporal punishment (Brendgen et al., 2007). In addition, considering the imbalance of power in emotionally abusive relationships, the victim rarely reports the abuse (Hyman & Snook, 2000; Wehlage et al., 1989).

Educational advocates have been vocal regarding corporal punishment in schools (Hyman, 1995; Simons et al., 2000). With this attention there are still 19 states that permit corporal punishment and guidelines on restraint and seclusion use varies from

state to state (Committee on Education & the Workforce Democrats, 2016). Emotional abuse has gained less attention and it is possible it is not only due to the silent nature of its damage, but also to the nature of its victims (Brendgen et al., 2007; McEachern et al., 2008). Students who are at-risk for victimization generally have few advocates to speak out for them and are marginalized within our society (Benbenishty et al., 2002b; Meeuwisse et al., 2010; Schmid & Benbenishty, 2011). Considering that student maltreatment might be due to an imbalance of power, then our at-risk students would be students within the classroom with the least amount of power (Chen & Wei, 2011; Khoury-Kassabri, 2012). Research is now looking forward to what administrators and districts can do to help stop student maltreatment and encourage a positive classroom environment (Benbenishty et al., 2002b).

While studies have demonstrated that most students who are victimized have little power within society, those students with advocates are speaking out and suggestions are leading to potential changes within our school systems (San Diego County Grand Jury, 2013). In San Diego, California a parent/advocate voiced her concern over the bullying her child was experiencing from a teacher. An investigation showed little was done, even though the teacher had many previous complaints of student emotional maltreatment from both parents and students (Burgin, A., 2013; Devine & Stickney, 2013; Hargrove, 2013; Ponting, 2013; Ritter, 2013). The parent of this child went public with her complaint after no changes had been made and other parents and children came forward. The parent filed a formal complaint and a Grand Jury was formed. The San Diego County Grand Jury (2012-2013) determined the school district had failed to implement a school safety plan that included adult-to-child bullying. In addition, it was determined that

ineffective investigative processes were in place and there was a lack of protocol for parents to express teacher bullying. The suggestions from the Grand Jury were similar to the recommendations coming from other studies done on this subject.

Every school in the state of California must annually reevaluate their school safety plan (The San Diego Grand Jury, 2013). The San Diego Grand Jury found that adult-to-child bullying was not addressed in the plan. Additionally, this was also the case in a Task Force formed by the American Educational Research Association (2013) to address bullying in American schools. Student-to-student bullying was examined, but the Task Force did not examine adult-to-student bullying, though some of the suggestions made would be beneficial for student maltreatment happening in the classroom as well. The Grand Jury (2013) addressed policy issues as preventive measures, while the Task Force (AERA, 2013) suggested changes within the training of teachers and administrators, as well as addressing the school climate. Although research is scarce on administrations role in student maltreatment the suggestions from the Grand Jury and the Task Force are a start to addressing the issue.

Public awareness of student maltreatment is needed for any changes to be made at a national, district, or site level (Benbenishty et al., 2002; Hyman et al., 1988; Khoury-Kassabri, 2009). At a national level, politicians and policy makers need to be made aware of the issue of student maltreatment and assist educational leaders to develop protocol at the district level (Akiba , LeTendre, Baker, & Goesling, 2002; Aluede, 2004; Hyman & Snook, 2000; Shumba, 2004). At a district level, it is important that districts acknowledge that student maltreatment occurs and include management within their school safety plan (The San Diego Grand Jury, 2013). Investigations need be conducted quickly and openly,

with enforced sanctions, which may assist in limiting the incidents and in encouraging more students to report any abuse (Schmid & Benbenishty, 2011).

At a school site level, administrators may not be trained on how to recognize student maltreatment and how to address negative teacher affect (AERA, 2013; Hyman & Perone, 1998; King & Janson, 2009). Due to a lack of guidance, it may be that administrators choose to ignore emotional maltreatment rather than officially investigate the matter to the fullest (The San Diego Grand Jury, 2013). As previously mentioned, this could be due to the fact that the victims' injuries are not visible and many districts have no guidelines to follow (Brendgen et al., 2007; The San Diego Grand Jury, 2013).

School counselors and school psychologists can be extremely useful in changing school climate and assisting in the education of student maltreatment (McEachern et al., 2008). Encouraging teachers to become reflective educators and assisting with various teaching strategies can help teacher efficacy and reduce teacher stress and the occurrence of student emotional abuse (Nesbit & Philpott, 2002). School counselors would be beneficial in leading professional development that demonstrates what student maltreatment looks like. In addition, school counselors and psychologists are the most likely staff members for students to talk to about any maltreatment occurrence. Aluede, (2004) suggested school counselors and psychologists impress upon teachers the importance of stopping such behavior and support changes in teacher-student relationships.

Educational Leadership and Teacher Affect. The leadership at any school has immense influence on the school climate. They have the power to bring teachers together collaboratively and help set the tone for participation from all stakeholders (Hyman &

Snook, 2000). Due to the responsibilities of the job, it is important to examine the training leaders receive before taking positions of such varied duties. Interestingly, leadership was not always a part of administration (Siegrist, 2000). Before the turn of the 20th Century, administration was viewed as a position of power to achieve the most efficient educational establishments. Later, systems theory became a lens through which to examine the role of administration. It established that school systems interacted with each other and the administrator was not the all-powerful bureaucrat, but was somewhat of a product of those he is leading. At the present, leaders are seen as having a more moral or ethical role in society (Siegrist, 2000). Research has demonstrated that over the last fifteen years leaders are viewed as collaborators who work with all stakeholders to assist in developing the educational organization (Kezar & Carducci, 2006).

Researchers (Siegrist, 2000) in this area suggested areas of training to prepare transformational leaders of today. Some suggested part of the curriculum address student experiences, teacher-student interactions, and assisting in developing classroom environments that are both positive and reciprocal. In 2007, a School Leadership Study was conducted by examining eight pre- and in- service administration development programs (Darling-Hammond et al., 2007). The comprehensive study included interviews of program faculty and administrators, district faculty, participants and graduates of the programs, and various other stakeholders. Documents were reviewed and observations were conducted for each one of the development programs. While the study was comprehensive in nature and examined what each program included in curriculum, one thing seemed to be missing, which was how to recognize positive or negative teacher affect in a classroom. Much focus for administrators is on curriculum, developing a

philosophy which emphasizes instructional leadership and school improvement, having faculty that are knowledgeable in their content area, and in turn, recruitment of such teachers. The one area that might directly involve teacher-student relationships in this study was educating participants to encourage student-centered learning. After examining eight leadership programs the topics of evaluating positive classroom environments and positive teacher affect, ones that will lead to healthy teacher-student relationships, were not mentioned.

A research study conducted in Ontario, Canada (Maharaj, 2014), suggested that while administration is following public policy regarding teacher evaluations, it is not an effective system. The study acknowledged that the quality of instruction is paramount in closing the achievement gap, but found the evaluation system not beneficial in providing professional growth and classroom practices. Again, teacher affect was not included, but could be implied by *quality instruction*. What was posited was that administrators were not prepared to evaluate teacher competence. Few would disagree that the responsibilities on a school leader are vast and intense. School leaders who are accountable for all classrooms being safe places for students and teachers have an understanding of how much their behavior affects their students. Diminishing student maltreatment, whether the maltreatment is intentional or not, is the direct responsibility of the leaders of the educational establishment which makes training for leaders in this area crucial.

Theoretical Framework. An American pragmatic philosopher was credited as saying nothing is more practical than a good theory (Lincourt, 1986). Theories help society clarify and possibly predict things. The purpose of a theory is to explain a phenomenon that is happening in nature. In the case of the present literature review, the

following theories help bridge concept and student experiences. In addition, they suggest the importance of examining teacher-student relationships for the emotional health of a child.

The previous literature reviewed in this chapter reflected the research conducted on student maltreatment, the definition, the occurrence, the population most affected, and the link between achievement and teacher-student relationships. Next is a review of a conceptual framework that I assert supports why teacher-student relationships are so important to students' success, both academically and emotionally. Through the examination of the following theories I suggest that the teacher-student relationship can have life-long consequences for the student. Understanding why the teacher-student relationship is so important and examining it through the lens of the following conceptual framework assists in supporting positive teacher affect.

The diagram in Figure 1 represents how the theoretical framework has an effect on teacher-student relationships. At the top of the diagram is the transferability theory, which argues that theories are cross-cultural and may apply to various types of societies. While examining research studies from numerous countries regarding student maltreatment and the benefits of a positive teacher-student relationship the theory encourages application in all environments. Looking at ecological developmental theory, attachment theory, and life-course theory through the lens of transferability theory assists in understanding that the theories are applicable in all cultures.

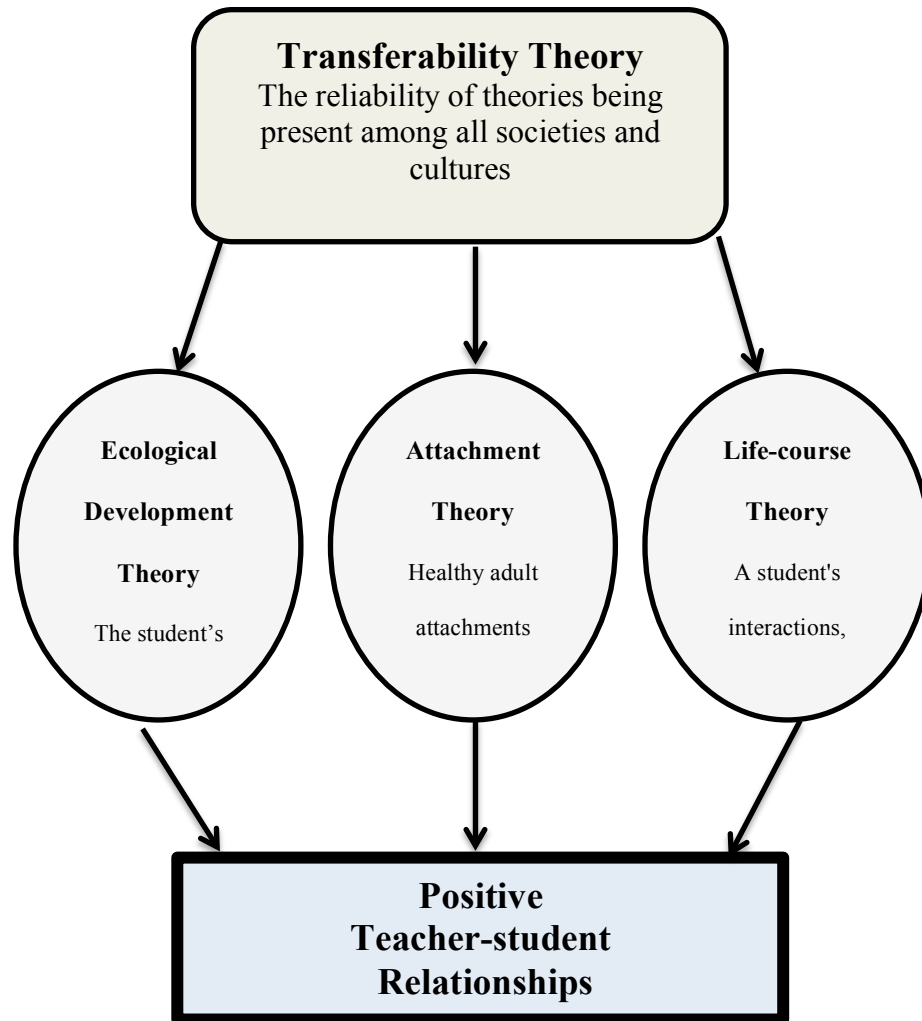


Figure 1. Relationship between theoretical framework and positive teacher-student

The relationship between a teacher and a student is a complex connection with lasting consequences for the student. The various influences that impact that relationship are demonstrated by the ecological developmental theory, attachment theory, and life-course theory. The ecological developmental theory addresses the impact the student's environment has on development and the importance of the interactions between the different groups the child connects with. The ecological development theory has implications for all members of the ecological systems. Examination of the school and

classroom climate is relevant as well as the teacher-student relationship. Along a similar line of thought is the attachment theory, which suggests that the attachment a student has with a teacher is a vital part of development and is a large part of a positive teacher-student relationship. Lastly, the life-course theory argues that the experiences of a child impact the path they might take in life, which implies the importance of a positive teacher-student relationship, especially during a child's younger years. The intricacy of positive teacher-student relationships cannot be minimized and the use of the present theoretical framework can assist in clarifying its various dimensions.

Transferability of theory. As the body of literature develops indicating the importance of student-teacher interactions, so does the research demonstrating that student maltreatment is present in many school cultures (Benbenishty & Astor, 2005). The transferability of theory is an investigative model that focuses on school subsystems and how they interact and support student maltreatment. This heuristic model can be applied to multiple countries and cultures when examining the extent to which social dynamics contribute to student maltreatment. The transferability of theory focuses on the reliability of theories being present among all societies (Benbenishty & Astor, 2005). Using theoretical structures that are cross-cultural and contexts assist in analysis of the issues of student maltreatment.

Ecological development theory. The Ecological developmental theory examines how the individual interacts within its environment (Bronfenbrenner, 1977). Specifically, there are four subsystems, the first being the microsystem, which is the immediate setting with which an individual interacts. The second system described is the mesosystem, in which the developing individual is interacting in larger settings. Third is the exosystem,

which includes both formal and informal social structures, and lastly is the macrosystem, which describes the culture within the individual resides. The premise of the ecological development theory is that all of these various interactions between subsystems have an impact on the developing individual (Benbenishty & Astor, 2005)

Attachment theory. The association between teacher-student relationships and students social learning is an essential element to examine (Roorda et al., 2011). When looking at teacher-student relationships through a theoretical lens we can examine attachment theory. Attachment theory argues that children with a healthy attachment to an adult are more likely to exhibit emotional security and expand their learning environment. Students who demonstrate healthy attachment behaviors will have closeness to their teachers.

Attachment theory focuses on the importance of the developing child to form attachment with a caregiver, and when this fails to happen, interference to development can occur (Green & Piel, 2002). The theory proposes that infants and children seek out contact with a caregiver and this is a social need, not a biological one. As teachers are *in loco parentis*, the relationship between teacher and student is crucial for development and school success (Bergin & Bergin, 2009). The attachment theory identifies four different types of attachment: secure, insecure/avoidant, insecure/resistant, and insecure/disorganized-disoriented. Children with secure attachment to both parent and caregiver will have a better chance at academic success.

Verschueren and Koomen (2012) provide an overview of teacher-student relationships from an attachment perspective. Researchers are able to identify high quality teacher-student relationships by using the theory to conceptualize and

operationalize the relationship. Interpersonal relationships are many times examined through the lens of the attachment theory (Shaver & Mikulincer, 2011). When looking at the relationship through the lens of the attachment theory the teacher-student relationship demonstrates the importance of the affective quality. Utilizing two theoretical models of attachment, one childhood and one adult, assists in examining the teacher's perspective within the relationship. The adult model describes individuals as both caregivers and care seekers, where the childhood model focuses on care seeking. Marcus and Sanders-Reio (2001) examined the positive role attachment plays in school completion. The research is plentiful examining the importance of attachment for the emotional health of children. Research is now looking more deeply at the attachment theory as it applies to the teacher-student relationship and its effect on child development.

Life-course theory. Life-course theory proposes that a person's interactions, choices, or transitions can change the trajectory of their life course (Elder, 1998). The theory adds an additional component to development, which is the experience with the world in which the individual interacts. The life-course theory argues that a child raised during the Great Depression would be a very different adult than a child growing up in today's world. The world in which an individual lives makes certain life paths more available than other paths. History and human development are intertwined.

Education has forced age transitions upon children's life experiences while growing up. Within the life-course framework there are three main themes: social and historical meaning, transfer of social patterns, and macrolevel events (Elder, 1998). It has been suggested that deviant behavior increases during adolescent years due to exposure to maltreatment at a younger age (Sampson & Laub, 1992). If this were the case, it makes

positive teacher-student relationships all the more important, not just for the individual, but also for society at large.

Application of theoretical framework. Borrowing Rousseau's method of explaining his theory on child development by describing the education of a fictitious boy, Emile, I will clarify the conceptual framework I propose (Crain, 2005). Using the lens of ecological development theory, the microsystem or classroom that Emile interacts with involves a complex relationship with his teacher. The research examined previously demonstrated that a positive educator could have a great impact on Emile's academic and emotional growth. We can take it a step further and look to the interaction between Emile's microsystem and mesosystem. For Emile it could be the communication between teacher and parent to assist Emile's progress or the support of an administrator to assist Emile's teacher in creating a positive classroom environment.

Continuing examining the theories with Emile, the attachment theory affects Emile by his relationship with his teacher. Teachers are regarded as *in loco-parentis*, for Emile this means a teacher represents a parental figure, one that creates a safe environment for learning. If this attachment is disorganized or negative, Emile will be lacking that trusted figure in his life, which plays a vital role in his emotional development. A secure attachment will be the most beneficial for Emile's growth.

Concluding our look at Emile with the life-course theory I argue that his experiences in the classroom can have lasting effect on his life path. If Emile's teacher models healthy social interactions it increases the chances of Emile following the examples he experienced. If Emile's teacher encourages him to succeed and has created a positive relationship then Emile might see education as a positive aspect of his life and

continue on with a learner's attitude. It is possible Emile's teacher saw creativity in Emile's writing and encouraged him to continue with this gift. Because of this encouragement, Emile might follow a course of literature in college and follow the path of a writer. Emile's life-course may be changed by the interactions he has with various teachers.

As I have defended how I would use my theoretical framework as a lens to view Emile's development, I assert that the theories may also apply to teachers and administrators. The teacher shares Emile's microsystem and the school climate influences the teacher's affect in the classroom. Attachment and trust within the school community and between the administrator and teacher is paramount in supporting positive teacher affect. Additionally, the impact an administrator has on a teacher should not be discounted. The support an administrator gives a classroom teacher can change the course of their life path. Drawing on literature from ecological development theory, attachment theory, and life-course theory constructs influencing emotional health of students, I support they may be expanded to examine other school relationships. Using the theoretical framework as a lens to examine the administrator's role in teacher affect will help understand the various aspects of this issue.

Summary

Previously mentioned research demonstrated the debilitating effects of student maltreatment on academic achievement (Curby et al., 2009; Konishi et al., 2010; Reyes et al., 2012). Students can experience long-lasting detrimental effects not only academically, but also on their emotional wellbeing (Fisher et al., 2012; Shalev et al., 2012). The educational community has the responsibility to assure that children are

exposed to a safe, caring, and positive environment with teachers that have been trained on how to develop positive teacher-student relationships (Brendgen et al., 2007; Curby et al., 2009; Konishi et al., 2010).

Given the attention education is receiving at this time; research is beginning to include the ramifications of negative teacher affect on learning. Education professionals and politicians so often focus on the achievement gap, instructional strategies, common core curriculum, state test scores, and many other topics relating to academics (Chen & Wei, 2011). All are important aspects of educational achievement, but the influence of positive classroom environment on academic growth has been demonstrated to be a factor also (Frisby & Martin, 2010). Offering additional support to teachers who are at-risk of creating negative teacher-student relationships and negative classroom environments is one component. Being able to identify at-risk teachers and offer preventive measures before any student maltreatment occurs is a matter of social justice and equity. Khoury-Kassabri (2012) suggests addressing this issue on an individual basis is not enough to create authentic educational change. Inviting school counselors, school psychologists, and social workers to assist in educating teachers regarding what student maltreatment consists of and the role it plays in academic failure is a crucial part of an entire school community change.

Quite recently, research in the area of teacher-student relationships has made significant progress in understanding the important need of children to be in a safe and nurturing environment to grow academically (Bernstein-Yamashiro & Noam, 2013; Sabol & Pianta, 2012). There is still a long way to go in order to fully understand what students perceive that to be and how best to educate districts, administrators, and teachers

about what supports students emotionally. Shumba (2004) acknowledges that the topic of student maltreatment in the classroom is a controversial and uncomfortable issue to address. As Hyman (1995) found, few districts are prepared to examine their practices regarding negative teacher affect in the classroom. Hyman (1995) discovered when reviewing litigated cases that denial and perjury had occurred. King and Jansen (2009) suggest that considering the ethical responsibility of education to protect and educate students, it is vital that districts open their doors and allow researchers to conduct empirical studies to assist in finding systemic solutions to the incidence of negative teacher affect (Hyman, 1995).

The present literature review looked at many international studies; the studies in America that were examined supported the international findings. Most studies reviewed were quantitative studies conducted by survey administration. Few studies included observations or interviews. Due to the sensitive nature of the topic, it is possible the information gathered is not enough to determine the extent of the occurrence (McEachern et al., 2008; Shumba, 2004). Younger students are less likely to report student maltreatment due to the power imbalance and their developmental stage. Older students are more likely to report abuse, but how much goes unreported is unknown. Teachers are unlikely to reach out for assistance, due to embarrassment, fear of job loss, or other legal ramifications. The autonomous nature of teaching in America makes observing negative teacher affect very difficult and school officials must rely mostly on reporting, which as was just demonstrated, is not always reliable. Lastly, when reported, there is generally no protocol in place as to how to handle the report. No clear sanctions or supports are readily available for teachers reported as abusers. Few, if any, professional development

programs address the issue of student maltreatment, and teacher-training programs are hesitant to add the valuable training needed to prevent student maltreatment occurrence (Brendgen et al., 2006; Reyes et al., 2012; Sabol & Pianta, 2012).

The theoretical framework presented influenced my research study involving teacher affect. Although my research does not include the voices of students, I will examine the thoughts of administrators and teachers regarding teacher affect through the theoretical framework of ecological theory, attachment theory, and life-course theory. The next chapter reviews the selected methods used to address my research questions.

CHAPTER THREE: METHODOLOGY

The period a child spends in the care of the educational system occurs during crucial developmental years. Erikson, Bowlby, Ainsworth, Piaget, and Kolberg (Crain, 2005; Green & Piel, 2002), to name a few, are developmental theorists who have attempted to explain the complexities of this time period. Although many theorists differ on the developmental stages and their focus, most agree it is a time of great importance. The teacher takes on a type of *in loco-parentis* relationship with a child that is quite influential (Bernstein-Yamashiro, 2004; Curby et al., 2009; Frisby & Martin, 2010). A negative teacher affect can have a lifelong impact on a student's emotional wellbeing (Fisher et al., 2012; Herringa et al., 2013; Roorda et al., 2011; Shalev et al., 2012). The teacher-student relationship influences student's learning, behavior, and motivation within and without the academic setting (Bergin & Bergin, 2009; Hughes, Wu, Kwok, Villarreal, & Johnson, 2012; Poulou, 2009; Woolfolk, 1978). Since the majority of a child's developmental period is in the school setting, it would be helpful for educators to better understand how to demonstrate positive teacher affect in the classroom.

School administrators visit classrooms daily, and it is their responsibility to evaluate teacher effectiveness. Evaluating teachers has become a multifaceted job and differs from state to state. Evaluations can be based on observations, student outcomes, student learning objectives, and other assessments. Many have argued that administrators are not prepared for this complex assignment (Kwan, 2008). In addition, teacher affect is a difficult aspect of teaching to measure or recognize (Brendgen et al., 2007). Just as student emotional abuse is not visible, negative teacher affect is not always easy for administrators to identify. School administrators are not always given clear guidelines

from the district on how to handle negative teacher affect if identified (AERA, 2013; Benbenishty & Astor, 2005; The San Diego Grand Jury, 2013). All of these factors make improving teacher affect a perplexing job for an administrator.

The present study will assist the educational community's understanding of an occurrence that has had little attention given to it. The perceptions of principals and assistant principals were examined in order to fundamentally understand the process that occurs when teacher affect is addressed. District office personnel in charge of administration training shed light on the decision making process for training topics and protocols. The voices of teachers were examined regarding their perception of administration's understanding regarding teacher affect. The information can be shared so that other school districts can be encouraged to examine teacher affect in their classrooms.

Research Design

The qualitative research design was employed for this study, which enabled the research to be approached through the multiple lens of the theoretical framework (Creswell, 2013). Using a qualitative approach to research allowed me to explore deeply into the issue being examined by collecting data within the natural setting of the culture. Qualitative research focuses on the process of examining social problems and leads to deep, rich findings through the words of the participants.

Qualitative research design was chosen as my research design to give a distinct understanding as to how administrators recognize and respond to teacher affect within one school culture (Merriam, 2002). Through qualitative research design a researcher is able to gain a depth of meaning and understanding of a phenomenon unlike other

research designs. The data gained is informative and would not be obtainable without my immersion in the culture of the organization. The present study allowed me to have a glimpse of understanding and feeling as to the impact one organization's administrators, teachers, and a superintendent have on teacher affect while looking through the theoretical lens of ecological development theory, attachment theory, and life-course theory.

Case study. Qualitative inquiry is composed of five different approaches researchers may choose from to best answer the issue being examined (Creswell, 2013). A Case Study in social inquiry was used as a method of deepening my understanding of teacher affect and the role administrators' play. A Case Study examines one or more issues or individuals and delves deeply into understanding the experience of the individual or organization (Stake, 1979). Case Studies include interviews, observations, review of documents, and artifacts to analyze and look for themes to better understand an issue (Creswell, 2013).

The single case study (Stake, 1995; Yin, 2014) approach was implemented in the present research study. One justification for using a single case study design is to "capture the circumstances and conditions of an everyday or commonplace situation" (Yin, 2003, p. 41). The bounded system of one district was studied and multiple interviews, observations, and document reviews were conducted. A single case study approach allowed me to gather information that is time relevant and authentic (Creswell, 2013). I was able to ask purposeful open-ended questions and delve deep into the process administrators use in negating teacher affect that does not support a positive and healthy classroom climate. In addition, I have developed trusting relationships within the district

culture I studied, which allowed participants to open up to me more easily than if I were not a part of their culture (Creswell, 2013).

It was important that my writing included a full account to allow the readers to fully share in the understanding of the study (Creswell, 2013; Merriam, 1988). This holistic approach gave me both the depth and detail needed to examine how administrators recognize and respond to teacher affect (Rubin & Rubin, 2005; Yin, 2014). The rich, thick description of my data findings was essential to be informative to other educational organizations and researchers on this topic.

Research questions. The current study was designed to examine how administrators respond to teacher affect within the classroom. The overarching research question was, “How do administrators recognize and respond to teacher affect in the classroom?” In addition, sub-questions relating to the larger question were:

Research Question One: “What trainings are available to educators that include the topic of teacher affect?”

Research Question Two: “What do educators consider to be negative teacher affect with students?”

Research Question Three: “What steps are taken when negative teacher affect is recognized?”

Research Question Four: “How do administrators encourage a positive teacher affect in the classroom?”

Context of Study

The current study was conducted in a school district located in Southern California. The school district enrolls students’ grades seven through twelve. In the academic year 2014-

2015, at the time of the study, the district reported a total of 12,572 students enrolled. This includes 4,050 middle school students and 8,522 high school students. The district reported that, out of the 12,572 students enrolled, 538 students were English Language Learners, 303 students were Title III Eligible Immigrants, 1,541 students were qualified for Gifted and Talented Education, 20 students were eligible Title I Part C Migrant, 1,274 students qualified for Special Education Support Services, and 955 students were Socioeconomically Disadvantaged.

The district is comprised of four middle schools, two comprehensive high schools, two high school academies, and one continuation high school. Each school has a principal and between one to three assistant principals depending on the size of the school. The district has five elementary school districts that feed into the unified high school district each year. Student population is on the increase as the location is a desirable place to live, and the district is known for being high achieving. Two of the middle schools received acknowledgement as being California Distinguished Schools.

While many districts struggle under No Child Left Behind, the current district has only one middle school in year two of Program Improvement and one middle school in year one of Program Improvement. Both of these middle schools are Title I schools and receive federal Title I funding. School of Choice applies to both schools. Supplemental Educational Services (SES) applies only to the middle school in year two of Program Improvement.

Data Collection

The present study is a single case study design and the data was collected through semi-structured interviews, observations, and document interviews.

Interviews. Interviews were conducted in a face-to-face semi-structured manner. The semi-structured format is appropriate for the sensitivity of the nature of the topic. The open-ended questions allowed the participants to share their perceptions and insight regarding teacher affect. It also allowed me to ask more searching questions if I needed clarification or wanted to gain a deeper understanding (Barriball & While, 1994). Geertz (1973) described this detail, in-depth description, as *thick description*. To gain the level of depth the researcher must ask main questions, probe, and follow-up with clarifications (Rubin & Rubin, 2005). Much like a conversation, each interview was distinct and new and different information was gained. To maintain consistency I followed a script of questions and allowed the participants to share as they felt comfortable (See Appendices A - D).

I informed the participant that the district and all names would be kept confidential (see Appendix E). The interviews were recorded and later transcribed verbatim (see Appendix F). They took place at the participant's choice of location, which was usually their office or classroom. I allowed participants to choose the location for the interview to increase their level of comfort for the interview. Teachers were individuals who responded to an invitation to participate in the research via email.

The interviews began with me introducing myself and reminding the participant about the topic of my research. I presented a consent form for each participant to sign if

they wish to participate and informed them that at any time they may stop the interview (See Appendix E). I presented each participant with a copy of their signed consent form and a copy of the interview questions. I had a copy of the questions with possible follow-up questions if needed. I defined *teacher affect* as teacher's emotional behavior with students, including attitude, teacher-student relationship, verbal and non-verbal communication. I defined *teacher bullying* as an imbalance of power that can be demonstrated by such behaviors as yelling at students, mocking, making fun of, name-calling due to race or ability, negative putdowns, and comparisons with other students. It can also be threats, shaming, cursing, refusing use of the restroom, and other behaviors which humiliate the student (Brendgen et al., 2007; Whitted & Dupper, 2007; Benbenishty & Astor, 2005). In addition, I explained that I choose the descriptor *negative teacher affect* rather than teacher bullying, student maltreatment, or student victimization due to a possible lack of teacher intentionality. Teacher bullying, student maltreatment, and student victimization are emotionally loaded terms that allude to intentional student abuse. Using the term *teacher affect* allowed us to address the behavior without judging the intention. The participants were able to read along on their copy of the interview questions as we reviewed the above information.

The interviews were approximately 45 minutes long in length. Questions varied for the different groups of participants. The associate superintendent of human resources, principals, assistant principals, and teachers had their own interview questions that addressed my research questions. The semi-structured format allowed me to go deeper in the discussion. Interview questions were designed to answer research questions (See Appendix G).

Types of questions. Due to the semi-structured nature of the interviews they each took on a distinct characteristic of their own (Rubin & Rubin, 2005). Interviews are more like guided conversations which are fluid in design, hence the semi-structured approach (Yin, 2014). The purpose of the interviews was to gain insight into administrators' recognition and response to teacher affect and I kept the focus of the interview on topic.

Administrators. During the interviews with administrators (See Appendices H - J) I was looking for how they recognize and respond to teacher affect. In addition, I was assessing their knowledge of teacher affect on student emotional and academic success (Reyes et al., 2012; Roorda et al., 2011). Also, my interest was on what training administrators have had on recognizing negative teacher affect in the classroom and if the district has protocols for remediation if identified. Finding out administrators' viewpoint on teacher affect as well as their thoughts on remediation if negative affect is detected was an important aspect to the research. At the same time, finding out how administrators encourage positive teacher affect was a focus of the interviews.

Teachers. During the interviews with teachers I inquired about the mentoring process and evaluations (see Appendix K). I inquired if affect and positive classroom climate was mentioned by administrators. Also, I questioned if any professional development or credential program emphasized the importance of teacher affect for student emotional and academic growth (Reyes et al., 2012; Roorda et al., 2011). It was important to find out how much support teachers perceive they received from administrators regarding aspects of teaching that would help maintain a positive teacher affect.

Participants. The present study included principals, assistant principals, and teachers at the middle school level. The district has four middle schools each with one principal and one assistant principal. Two teachers from each middle school site were also invited to participate in the study. One criterion for choosing the teachers who participated was that they had been evaluated within the last year and a half. In addition, the Associate Superintendent of Human Resources was interviewed as this position determines trainings for all administrators in the district.

Recruitment. I first obtained permission from the Associate Superintendent to conduct research within the district, at that time it was suggested that I attend a monthly principal meeting. At this meeting introductions were made and it was determined the best way to schedule interviews with participants (see Appendix L). I reassured administrators that identities will be kept confidential and their time would be respected.

An email (see Appendix M) was sent to all teachers at the four middle schools asking for participants who fit the criteria to participate in the research study. My recruitment email was forwarded to all teachers by administration. I reassured teachers that identities would be kept confidential and their time would be respected. In addition, I emailed the Associate Superintendent of Human Resources to schedule an interview (see Appendix N).

Data organization. All interviews were audio recorded and transcribed verbatim. Before data analysis began I organized the data by school and participant. I changed all names to protect the identity of the schools and participants.

Documents.

Following the case study design, documents relevant to that being researched were examined. A respectable case study will have multiple sources of evidence to review (Yin, 2014). The purpose of using these documents was to collaborate and supplement evidence I had already gathered from observations and interviews.

Types of documents. Documents reviewed for the present study included all demographic information regarding the district student population. In addition, I reviewed information regarding California Department of Education Testing Accountability, Program Improvement and California Distinguished Schools concerning the district. I reviewed any materials administrators provided regarding teacher affect, classroom climate, or teacher-student relationships that they shared with their teachers. Teacher evaluation protocols the district utilizes were examined. During the study any documents that were directly related to the topic that helped me better answer the research questions were collected. I reviewed the types of trainings that the Beginning Teacher Support and Assessment (BTSA) program offered.

Data collection. Demographic information regarding the district was obtained from the district office. All other documents were requested prior to or after the interviews had taken place. The teacher evaluation information was available on the district's website and information regarding teacher discipline was also available on the district website within the Teacher Association contract. The information regarding BTSA was obtained via email with the BTSA coordinator.

Data organization. The data collected was organized by file and an annotated bibliography of these documents was implemented (Yin, 2014). As a cross reference I

cited the documents in my memos. Documents filed were kept separately from observation and interview data collected for easier retrieval.

Observations. Observations give the researcher a chance to see events occur in real time within the culture being studied (Yin, 2003). There are several types of observations and the type chosen for the present research study was a nonparticipant/observer as participant (Creswell, 2013). I recorded data through the taking of field notes without participating in the activity being observed. I had developed focus points to assist me during the observations and referred to them while I observed classrooms with administrators (see Appendix O).

Type of observations. The observations included daily classroom visits done by principals or assistant principals (see Appendix O). Each day administrators try to observe teaching in classrooms, if but for a few minutes. The observations were of the administrator and the teacher as these classroom interactions occur.

Data organization. Fieldnotes were taken during the observations and narrative memos written after observations were completed. I filed them by school and administrator. Observations were kept separately from document and interview data collected for easier retrieval (Yin, 2014).

Data Analysis

Data analysis was continuous throughout the research gathering and analysis stages of the project (Miles & Huberman, 1994). Data analysis was conducted in a spiral fashion that allowed me to review the data in analytic circles (Creswell, 2013). The data was organized by type and in the beginning by location or participant, this changed as the data was reviewed and themes were demonstrated. All data was viewed through the

theoretical framework of Ecological development theory (Bronfenbrenner, 1997), Attachment theory (Crain, 2005), and Life-course theory (Elder, 1998).

Interviews. All recorded interviews were transcribed into text verbatim. Fieldnotes and transcripts were carefully read before any coding analysis began to encourage a firm grasp of the entirety of the qualitative data. Transcribed notes of the interviews, fieldnotes, and memos were analyzed through open coding, which is a process of reading line-by-line and categorizing any themes detected (Creswell, 2013; Emerson et al., 2011). During this coding process, all ideas, thoughts, and themes were recorded as code memos. A codebook was developed to keep a careful record of codes as they arose from the data (Saldana, 2013). I used In Vivo Coding during the first spiral of coding the data (Miles, Huberman, & Saldana, 2014). The next step was to refine the coding process through open or eclectic coding, which allowed me to look through the data with the lens of the themes I had already identified (Glaser & Strauss, 1999). The eclectic coding showed patterns that had begun to develop. The spiral of coding was repeated several times to refine the categories and themes the data was displaying.

Lastly, I created generalizations from the data that could be applied to the present case study, other districts, or researchers that may find the information gathered useful to improve administrator's role in teacher affect.

Documents. All documents were read in their entirety to better understand how they pertained to the study. They were analyzed and coded in the above-described fashion. In case studies, documents serve the purpose of confirming evidence from other sources (Yin, 2014).

Observations. Fieldnotes and memos were analyzed and coded in the same manner as the interviews and documents.

Synthesis of data.

The importance of gathering data from multiple sources is to have a broad database to analyze and support findings (Yin, 2014). Validation or the fidelity of the research was checked through several strategies to ensure reliability (Creswell, 2013). One approach is through the triangulation of data sources. Through the use of interviews, gathering relevant documents, and conducting observations I was able to support the data coded by multiple sources (Merriam, 2009). All sources were brought together and analyzed, so that the study is based on a broad merging of sources to find common patterns or themes (Yin, 2014). As a theme or idea was brought to light, I was able to corroborate it with my other data sources or voice it as an outlier.

Validation

Validation criteria for the present study included construct validity, external validity, and reliability (Yin, 2014). Obtaining information from various sources and triangulating the data addressed construct validity. External validity examines the generalizability of the study findings. External validity was addressed by assuring that other researchers can replicate the research study. I kept detailed records and shared the research process to assist any researcher who wishes to replicate. Lastly, reliability, like external validity, requires the study to be replicable.

I implemented several protections regarding trustworthiness and researcher bias. Miles, Huberman, and Saldana (2014) suggest numerous ways to confirm findings and

protect against researcher bias. To assure that all interviews and observations were not influenced by me, or as Miles et al. coined, “going native” (pp. 294), I followed a script for each interview. I was clear on the purpose of the study and each participant had a copy of the interview questions as well as the definitions of teacher affect and examples of positive or negative teacher affect as pertained to the research study being conducted. After each interview I had a debriefing period with the participants. At this time they could ask me questions. Any information gained during the debrief period was not considered part of the study and was not included in data analysis. The debriefing time did give me a chance to “member check” (Saldana, 2013, pp. 35-36) with the participants. Although the assistant superintendent, principals, and assistant principals were chosen for the study due to their position in the district, the teachers were randomly chosen. The only criterion was that they had been evaluated within the last year and a half. Any teacher that met this criterion and responded to the recruitment email was interviewed as a participant. During the observations I created a list of points I wanted to observe and kept that with me on a clipboard to refer to while I took fieldnotes. As mentioned previously, I triangulated the data from the interviews, observations, and documents looking for inconsistencies or collaborations.

Saldana (2013) recommends when coding solo to check with a fellow researcher to review coding and patterns that develop. I had a fellow researcher code the teacher and principal interviews separate to my coding. We met after we both had done 3 spirals of coding and had developed themes. By doing this I was able to ascertain any bias that might have influenced my coding. To assure trustworthiness and validity we met several times and at length reviewed the data after we had analyzed it separately prior to meeting.

Ethical Considerations

The consent of the district was obtained. I have chosen to keep the district and all participants confidential due to the topic of study. Schools and participants were given a pseudonym in the research writing. Participants were introduced to the study before interviews were scheduled. Consent forms (see Appendix E) were provided for all participants to sign. Participants were told they may choose not to participate without any repercussion from the district.

Limitations of the Study

The present study is limited to a district located in Southern California that supports students in grades 7th through 12th grade. The district is considered to be a high achieving district so findings might not be transferrable to other districts. In addition, grades seven and eight were only examined. Elementary and high school personnel might have had different perceptions and responses to the same research questions. The study is also limited to the perceptions of the personnel of this district as to recognition of and response to teacher affect.

Summary

The chapter described a purposeful qualitative research design regarding a topic that has had less inquiry than other educational topics. The focus of a case study qualitative research approach allowed me to gain a deeper understanding of what administrators face on a daily basis when addressing the topic of teacher affect in the classroom. The findings will be helpful for other administrators in other districts to address the issue and encourage districts to support administrators in their endeavors.

The procedures and protections of participants and validity have been defended. Interview protocols were outlined and analysis of data was reviewed. The objective is not to solve a problem with the current research study, but to gain more information regarding administrators and their role in teacher affect. Through research findings I was able to “develop naturalistic generalizations” that will broaden the emotional health of the educational community (Creswell, 2013).

CHAPTER FOUR: RESULTS

In 1967, Coopersmith, a pioneer in the research area of self-esteem, realized the importance of building self-esteem in youth. Coopersmith (1967) theorized that a child's self-esteem impacted their attitude and belief system as they grew into adulthood. The present research uses a theoretical framework that supports the idea that a child's environment and the relationships they build have an impact on their path to maturity. A positive teacher-student relationship improves a child's self-esteem and the classroom environment, and hence has life-long consequences. A teacher with positive affect has the power to influence numerous lives over the course of a career. The literature reviewed in Chapter Two demonstrated the emotional, social, and biological consequences of student maltreatment and the mediating effects that a positive teacher-student relationships can have. A link between student achievement and positive teacher-student relationships has been demonstrated by prior research. The importance of positive teacher affect in the classroom has been established, but how does the educational community measure teacher affect? More pointedly, due to the autonomous nature of teaching, how do administrators ascertain positive or negative teacher affect?

The purpose of the present research study was to examine how administrators recognize and respond to teacher affect. Is there training for educators that directly addresses this issue or district protocols that administrators can use as a guideline? In addition, how do administrators encourage and support positive teacher affect in the independent environment of teaching? To answer these questions I went to a district in Southern California and interviewed administrators and teachers. I observed administrators as they went about their daily administrative duties of visiting classrooms.

In addition, I reviewed district evaluation documents that administrators use during teacher evaluations, teacher discipline protocol, and the BTSA trainings offered by the district. These combined gave an insight into how one district addresses the issue of teacher affect.

The overarching research question was, “How do administrators recognize and respond to teacher affect in the classroom?” In addition, sub-questions relating to the larger question were:

Research Question One: “What trainings are available to educators that include the topic of teacher affect?”

Research Question Two: “What do educators consider to be negative teacher affect with students?”

Research Question Three: “What steps are taken when negative teacher affect is recognized?”

Research Question Four: “How do administrators encourage a positive teacher affect in the classroom?”

The current chapter presents the findings as they are addressed through the research questions. The study method was a qualitative case study, in which the voices of administrators, teachers and, one associate superintendent are represented (Yin, 2014). Using the method presented by Creswell (2013, p. 185), I did not count the frequency of codes. Counting the number of times a code appears may confuse the data by implying that all codes have equal value. A code may have only been seen once, but represents an opposing view and I would be remiss in not acknowledging. I chose to present the

findings in relation to my research questions by sharing the voices of my participants with my readers in a narrative account.

Participants

A total of 15 participants were interviewed for the study. One associate superintendent, 4 principals, 4 assistant principals, and 6 teachers were interviewed for the purpose of the study. Six teachers responded to the recruitment email that met the criteria of having been evaluated within a year and a half. All four middle schools were represented by at least 1 teacher participant. In order to assure the privacy of the participants' identities pseudonyms were used for school sites and all participants. Table 1 provides an overview of the interview participants. The length of time they had been in their current position, the various student grade levels they have worked with, and their educational degree is reported.

Table 1. Interview Participants

Participants	Length of time in job position	Experience with grade levels	Degree
Associate Superintendent	11 years	2 nd thru 6 th	Masters
(4) Principals	1 to 3 years	2 nd thru 12th	Masters
(4) Assistant Principals	1 to 4 years	6 th thru 12th	Masters and Doctorate
(6) Teachers	1 to 15 years	K thru 12th	Bachelors and Masters

Classroom observations were conducted at 3 of the 4 middle schools.

Research was conducted at the end of a school year and one middle school was unable to schedule an observation of classrooms with an administrator. Although, I did

spend 30 minutes shadowing the assistant principal while he carried out other administrative duties.

Findings

The results from the present study indicate several key findings as related to the research questions. Four big ideas developed when examining the data. First, administrators look to students to determine if negative teacher affect is occurring. Repeatedly, administrators commented that they could just *feel it* when they walked in the room and looked to see if the students seemed comfortable in the environment. Though they all shared the importance of a positive classroom climate and positive teacher affect, there is a stark lack of formal training for administrators in this area. Informal collaboration occurs between administrators and district office personnel, but formal training on how to recognize and respond to teacher affect does not occur. A most significant discovery was how important it is for administrators to model positive affect. All participants mentioned the concept of administration modeling positive interactions with staff and students. Many believed that positive affect is encouraged first from the leadership at the district office. Participants expressed the thought that positive affect comes from the top of an organization and flows down into classrooms. This finding communicates the great responsibility for leadership to set a standard of what is expected and model that behavior. In the next section of the chapter these ideas and more will be explored by reviewing data collected concerning each research question.

Overarching research question: How do administrators recognize and respond to teacher affect in the classroom? The overarching research question will be examined in two parts. First, I will report on the findings concerning how administrators

recognize teacher affect. Then, I will review the key findings when examining at how administrators respond to teacher affect. Six major themes were identified from the data concerning how administrators recognize teacher affect in the classroom. The themes identified were:

- Classroom observations were student-centered
- Classroom environment was evaluated during observations
- Teacher-student interactions were an important indicator of affect
- Administrators conduct frequent informal classroom visits
- Administrators follow-up on any reported complaints.

Teacher participants did not question if administration could recognize positive or negative affect. All participants shared about the importance of a positive classroom environment for learning and the influence the teacher has on that environment. Both teacher and administrator participants agreed that observations must be student-centered to determine teacher affect. Looking to the comfort level of the student with the teacher seemed to be a good indicator for administrators to ascertain teacher-student relationship.

Classroom observations were student-centered. Overwhelmingly, participants agreed that looking to the students was an important way to establish teacher affect in the classroom. One principal reported, who represented the majority of administrators,

When I walk into a classroom my attention is always on the students. Is there affirmation? Do they feel comfortable? Are they engaged, not just busy work, but cognitive engagement? When kids are withdrawn I immediately, its like okay well is there an agenda? What are they supposed to be doing? If they're disconnected it there something that's happening? I'm always kind of globally aware... The positive stuff is easy to recognize, It's the disconnect that, those are the ones that, that's kind of the area of focus for me. (Principal 3)

Administrators looked to see if students were contributors in the classroom or passive learners. A common premise was that it was evident *immediately* or *instantaneously* if students were comfortable in the classroom. Assistant Principal 1 supported this by saying, “When you look at the kid to me that’s what tells what’s going on in the classroom. That’s where my focal point has always been.” It seemed teachers are also aware of this *feeling* when they walk into a classroom and mentioned it when asked about teacher affect.

Additionally, Principal 4 mentioned how important it is to listen to the students when they are outside the classroom. “There’s an interest in a kid when they’re talking about that class outside that teachers presence, outside anyone else, they have a positive feeling about what they do in that room.” The teachers interviewed did not disagree with this idea and many commented on the fact that administrators spend a great deal of time observing students during classroom visits. One teacher commented about a time when an administrator told her she had, “magic fairy dust that I just sprinkle all over my kids. I think that’s a good thing about affect. (Teacher 4)”

When queried about what administrators were looking for when they observed students, some of the responses included wanting to see if students were excited or seemed submissive or afraid in the classroom environment. One assistant principal shared that he looked to the body language of the students to determine if they were comfortable in the classroom.

You can see when someone is comfortable. There’s an element of being a middle school kid that is not comfortable off the bat. Twelve, thirteen, fourteen-year-olds are by nature not very comfortable. That being said,

there is a feeling in a classroom that you get, and it can be upon just walking in totally blind into that classroom or better yet, it becomes much more apparent over time and more visits and more situations that you can go watch and observe. (Assistant Principal 2)

My observations of administrators visiting classrooms supported the interview findings. I shadowed three administrators during classroom visits and it was obvious the administrators were comfortable in the classroom. The administrators talked with the students and knew many of their names. Principal 2 went around the classroom kneeling by students' desks and asking them about what they were doing. Principal 2 and Assistant Principal 4 used a lot of humor during classroom visits. The focus was mainly on the students and without interrupting instruction the administrators seemed to be able to become part of the lesson. Along with being student-centered observations, administrators focused on the environment in the classroom to determine teacher affect.

Classroom environment was evaluated during observations. As touched on previously, administrators and teachers alike shared that they could just *feel it* when they walked in a classroom if the climate was positive or negative. One principal commented that he doesn't like to go into a silent classroom. To him it meant that the students might be afraid to ask questions.

...if you can't find the teacher then you know...that's a good thing. If I can walk into a classroom and have to look around for a teacher that's always a good thing for me. Then you know good instruction is happening. Teacher's at the kid's level, or at another table working with kids, and bridging the gap, and reteaching, and those sorts of things.
(Principal 3)

Adding to this thought Assistant Principal 2, again commenting on his own perception as a guide.

Is there a comfortable friendly culture in the classroom? Another piece that I use is me, my own perception of what I feel like in that classroom. My kids are...and my teachers are very used to me coming in and out of classrooms. It's something that I really aim to do as much as possible. Just my own feeling of walking into a classroom and how I am perceived as a guest, or am I perceived as...Does it get awkward? There's just little things that I can sense as well, and then, of course, what do I see the teacher doing? What is the interaction between this teacher and the students?

When discussing classroom environment participants used the terms *comfortable* and *safe* repeatedly. It was important to the participants that classroom atmospheres had a warm culture. When referring to an administrator's presence in the classroom one teacher shared that she believed administrators were aware of how to recognize teacher affect. "I think that they are. I believe that they know very well that if a classroom doesn't have that warmth fit to it, that it makes it a very difficult place for kids to learn (Teacher 1A)."

During my time of observing with administrators during classroom visits I did take notice of a welcoming feeling in the classrooms. It is possible the administrators took me to the classrooms that they felt were good examples of positive teacher affect. There was a good rapport between teacher and administrator. Assistant Principal 1 shared with me that he visits one particular classroom daily to check in on a student that has had some behavioral difficulties. When visiting that classroom he high-fived and fist-bumped many of the students and called them by name. He did not single out any students. He shared this was a supportive strategy for both teacher and student. As Assistant Principal 2 pointed out previously, along with environment it was important for administrators to take notice of the teacher-student interactions, which leads to the next theme.

Teacher-student interactions were an important indicator of affect. Teacher-student interactions were a predictor for teacher affect according to participants. It was a concern if little interaction was observed. Administrators reported that although teachers may be the masters of content if they were not able to connect with the students on an emotional level the learning would be impacted. Principal 1 continued on the thought that there is a *feeling* when walking into a classroom and expanded to include teacher-student observations, “To be honest, I’ve been in classrooms where you can feel it when you walk in. The kids are just doing exactly what the teacher says, but they’re trying to interact with he or she as little as possible.” Principal 3 agreed with this sentiment,

It’s what you see when you’re in the classroom. It’s the interactions that you see with the teacher, both with the teacher in the class and then the teacher and individual students within the class. I think that those are the two ways in which you’re going to see whatever interaction you’re going to see. It becomes apparent pretty quickly.

Assistant Principal 4 had a little different perspective of what he looks for in teacher-student interactions. His observations include the body language of the instructor.

I know that part of the evaluation I like to watch is how they interact one-on-one with students that are off task. I love the teachers that get down on their knee and talk to a student even lower than the student because I think that’s an interesting positional change for them

I noted that during my observations with Assistant Principal 4 he did practice this while in the classroom. He would kneel beside a student’s desk to talk with them.

Teachers also shared the importance of good rapport in the classroom and developing good teacher-student relationships. One teacher reported on her relationship with students and how it was reflected in her evaluations.

I do a lot of clubs on campus and I'm pretty involved with the kids on campus and so I've got a lot of kids in that, for good or for bad, think we're friends on top of the student-teacher relationship. I think for some kids that are in need of friends, as long as we don't cross any boundaries, I think it's good for some of them. I guess especially the special ed [sic] kids, they latch on. In general, I've heard all my work to have a good relationship with the kids comes out in my reviews (Teacher 1B).

Teachers shared that student connections were a big part of their evaluation process, which will be addressed more when reviewing the findings for research question 3.

Participants agreed that the main way of observing teacher-student interactions were through frequent informal classroom visits. An administrator conducting unplanned pop-in visits to classrooms was the next theme established to recognize teacher affect.

Administrators conduct frequent informal classroom visits. When asked about recognizing teacher affect, the evaluation process seemed less important than the frequent walk-throughs or informal observations for both administrators and teachers. The Associate Superintendent reported that, "I think going in (classrooms), observing and giving feedback. And I think our administrators in this district do an outstanding job of that. They're in the classroom a lot. They're out on campus and we encourage that."

Principal 1's opinion, which represents the majority of administrators, regarding informal observations verses evaluations was,

A lot of times I do the unannounced walk-throughs. I try to do that on a very regular basis. Sometimes I'll catch it [negative affect] as I go in, just randomly going into classrooms. You don't see it as much in formal

observations, because a lot of times the teacher is putting on their best effort.

All participants agreed that the evaluation process does involve teacher affect and that was supported by a document review of the evaluation forms. While the evaluation forms do not directly mention teacher affect, both teachers and administrators agreed it was part of the evaluation process and shared what Teaching Standards it was addressed under. Teachers viewed the evaluation process as a good way to get feedback from their administrator. In contrast, administrators shared that informal classroom visits gave them a better picture of what was really happening in the classroom on a daily basis.

Administrator's follow-up on reported complaints. The last theme regarding recognizing teacher affect was complaints reported. Principals, assistant principals, and teachers agreed that parent, student, and teacher reports regarding teacher affect was one way that teacher affect would be investigated. The following were excerpts from interviews regarding complaints. One assistant principal shared,

Obviously, sometimes, these things come from students themselves, or they come from parents that are concerned. With those kinds of things, I listen to all sides of the story and kind of work to get a best solution that supports the student. (Assistant Principal 3)

Another thought that was mentioned during the interviews by two administrators was that the students would report a teacher behavior and say that the teacher does not do it when an administrator is in the room. This seems to be one-reason administrators find informal observations are beneficial. Principal 3 commented on this by saying,

It's very, very rare that a student would come and report something that's not accurate. Especially when it's involving a teacher, a way a teacher made them feel. Whether it was through a comment, through a nonverbal

gesture, or comments that they made in other classes that then got back to them via another friend. That kind of stuff is more common than one might think.

Administrators clearly understood the importance of recognizing teacher affect and gave thoughtful responses regarding the strategies they use. Next, I examined how administrators respond to teacher affect.

How administrators respond to teacher affect. The themes that developed for this part of the overarching question were teacher evaluations, communication, and giving teachers informal feedback. Teacher evaluations are a way to address affect through the Teacher Standards. Participants related the importance of having real conversations. Interestingly, both administrators and teachers reported the importance of honest conversations. When the associate superintendent was asked what steps would be suggested for administrators to take regarding teacher affect the response was, “observe and give feedback.” The suggestion of offering informal feedback regarding affect was echoed by both administrators and teachers. The topic of administration response to teacher affect will be covered in more detail under research question three and four. Even though research questions three and four are specifically regarding negative and positive teacher affect the themes were very similar.

Overall, the district administrators were aware of students requiring a positive learning environment and the importance of the teacher-student relationship. A disconnect was not found between what administrators reported and what teachers observed administrators practicing. All participants agreed the evaluation system the district has in place helps administrators and teachers address the issue of teacher affect.

Since findings indicated administrators had effective ways of recognizing and responding to teacher affect, the next question is what training did they receive. In addition, findings revealed how much training teachers receive regarding the topic of teacher affect.

Research Question One: What trainings are available to educators that include the topic of teacher affect? The themes demonstrated regarding training provided to educators within the district were:

- Beginning Teacher Support and Assessment (BTSA) training program for educators within the district
- Informal coaching occurs through collaboration between administrators
- Teacher evaluations encourage administration to address teacher affect

No participants reported attending training that directly discussed positive or negative teacher affect. Many participants shared experiences regarding training that involved positive classroom cultures, equity, classroom management, and various reward systems. Participants believed that teacher affect was implied in trainings with topics such as these. It is important to note that each time I asked an administrator a question about training that involves teacher affect they would explain trainings available to teachers. I would have to expand my questions to ask specifically if any training was available for administrators. There seems to be a stark lack of administration training regarding teacher affect.

The district has recently offered a professional development regarding restorative practices. It was volunteer participation and those who participated in it felt it delved deeply into the importance of positive teacher affect. In addition, many participants mentioned the training they had through a credential program or masters program as

including the topic of teacher affect. Again, they shared it was embedded in the courses rather than discussed openly. Both administrator and teachers spoke highly of the district BTSA program.

Beginning teacher support and assessment (BTSA) training program for educators within the district. The district has an extensive BTSA training program and until recently had required all new employees, experienced or not, to attend two years of BTSA seminars. BTSA seminars are offered once a month and cover various topics.

Teacher 3A shared about a recent BTSA meeting,

The last BTSA meeting we talked about equity, which perhaps better defined as fairness, and the idea of giving each student the things they need to be successful. I just think that talking like that, talking in terms of, “Let’s help student be successful,” revolves around this topic of teacher affect...most of the BTSA seminars have something to do with this.

Although BTSA seminars do not directly mention teacher affect, the participants reported that it is embedded in many topics. Assistant Principal 1 remembered his time in the BTSA program many years before, as a teacher, and the information had stayed with him, “I went to the BTSA program here in our district. In the BTSA program they talk a lot about that [teacher affect]. About how a teacher presents themselves to students.”

Administrators reflected on BTSA seminars and as one shared; “when you start digging” teacher affect is in the teaching.

Administrators reported on how the BTSA program has assisted them in their leadership position. One administrator mentioned that he has asked for assistance from the BTSA coordinator on how best to support teachers,

...the [BTSA Coordinator] and I have had conversations about just how do we help teachers. What are the kinds of things that we as administrators

can do to best support teachers both in general and then if they're having these kinds of troubles [negative affect]? (Principal 2)

Another administrator described his experience with the BTSA program, "We've had various trainings...through BTSA...BTSA does meet with new administrators, so I do remember sort of going through the evaluation. They do do [*sic*] a small coaching for how to be an effective classroom evaluator (Principal 3)". When I inquired about this after reviewing the BTSA training documents I was told the administration training through BTSA no longer occurs. One administrator commented on the positive role of a supporting teacher in the BTSA program. BTSA assists new teachers on how to create a positive classroom environments and how to present themselves to students.

The associate superintendent shared about training that she conducts for new administrators,

I know when I do trainings for new administrators on the evaluation process that's something I do address [teacher affect] because it's something that's really important to me. The body language and how students view you and the tone of your voice...section six of our evaluation I do talk about professionalism and how it's important that the affect is critical in the classroom with the students as well as faculty and staff and parents...I think it's important to make everyone feel as comfortable as possible and I think the first step is your own body language and your own appearance.

The associate superintendent stated that the district encourages professional development.

Speakers are either brought in to the district or administrators go out to conferences.

Some type of training event is going on monthly according to the associate

superintendent. Administrators are allowed to choose the trainings they want to attend.

From the interviews conducted it does not seem administrators are choosing trainings that

involve teacher affect, they rely on the informal coaching that happens at the administration level.

Informal coaching occurs through collaboration between administrators.

Administrators conveyed that a great deal of coaching happens on an informal level among leadership. Some comes directly from the district office and some is between the principal and assistant principal. One principal recounted about the informal coaching given a new assistant principal,

we did walk-throughs together...I gave him some advice [regarding the environment in the classroom]...Also, if we do have complaints, how to handle those. How to have the conversation with the teacher. What to look for when you walk into the classroom...Looking for the positive interaction between the students and the encouraging words. (Principal 1)

The data demonstrated that conversations regarding specific situations leads to specific guidance between administrators. As Principal 4, Assistant Principal 2, and Assistant Principal 3 share that there are no written guidelines. Mentorship and consulting with colleagues are relied on when dealing with unknowns. It must be noted that the district where the research was conducted was a small district, which makes this type of collaboration easier than if a large district had been considered. Below are the voices of administrators regarding informal coaching; they do represent the majority of administration within the district.

No specific guidelines in writing. I think a lot of it is just sharing of practices. Because our districts are small and a lot of people know the different personalities, there's the sharing of like, "Oh, you know, here's what I've tried in the past with this person or experience success or not." I think it's closest to it. There's no written guidelines. (Principal 4)

That comes through mentorship and teams...I consult as much as possible. If I've seen a situation...or we bounce ideas off of my colleagues. Be it a principal that's at my school or an assistant principal that is working or a district office administrator. A lot of consult goes on. A lot of consultation goes on about situations and how to best handle it. Luckily here, there's a lot of discussion but no one is giving directive. Rather, we really decide what the best idea together is and how to handle certain situations. It happens a lot, and it's all informal. There's no, "Here's what you do. When X happens, do this." (Assistant Principal 2)

The [*sic*] coaching I received from my principals and my assistant superintendents, some formal coaching...dealing with situations as they arise has happened...Specific guidance? Yes. Yes. Basically, it's working together. What are your experiences? What have you used when these things happen? Just kind of working together to support teachers. (Assistant Principal 3)

Just as administrators seek guidance among each other they also use the evaluation system as a template to address teacher affect. Although, most agreed the evaluation process was not as effective at recognizing teacher affect, there was a consensus that it is a useful tool in addressing teacher affect.

Teacher evaluations encourage administration to address teacher affect. An examination of the data showed that administrators utilize the evaluation system to respond to teacher affect. Both teachers and administrators shared that the teaching standards used by the district are embedded with ways to address teacher affect. The standards suggested are: Standard 1: Engaging and Supporting all Students in Learning, Standard 2: Creating and Maintaining Effective Environment for Student Learning, Standard 6: Developing as a Professional Educator may be used to address teacher affect. I found the following sub-standards during my document review that supported what participants shared.

- 1.1: Using knowledge of student to engage them in learning,
- 1.2: Connecting learning to students' prior knowledge, backgrounds, life experiences, and interests,
- 2.1: Promoting social development and responsibility within a caring community where each student is treated fairly and respectfully,
- 2.2: Creating physical or virtual learning environments that promote student learning, reflect diversity, and encourage constructive and productive interactions among students,
- 2.3: Establishing and maintaining learning environments that are physically, intellectually, and emotionally safe.
- 6.1: Reflecting on teaching practice in support of student learning.
- 6.7: Demonstrating professional responsibility, integrity, and ethical conduct.

The sub-standards demonstrated content that would easily fit into a discussion regarding positive teacher affect.

While there is no specific training given to district personnel regarding teacher affect, the participants repeatedly informed me that a safe environment for students is expected from the district. Several participants did share that it would be a good thing to address this issue through professional development, but it would need to be authentic and be within the culture of each individual school site.

Research Question Two: What do educators consider to be negative teacher affect with students? All participants interviewed described what they considered to be negative teacher affect. Most participants agreed that there was a lack of intentionality

regarding negative teacher affect being demonstrated in the classroom. One administrator expressed it as mindfulness as to how students are being treated.

I think there going to be acute situations where you need to immediately address negative teacher affect in the classroom, but I think that those instances are going to be...my experience has been those instances are rarer than a kind of general carelessness where I'm not being mindful about what I'm doing and I think that you can broach what is more common, that lack of mindfulness about what we're doing by being super explicit about what you as a school stand for what you as a school expect. (Principal 2)

I also asked teachers this question and they volunteered behaviors that were considered negative teacher affect. Interestingly, with many of the teachers it turned into them reflecting on their own practice. I will share some of their reflections after I review the common themes concerning negative teacher affect.

The following themes presented themselves after analysis:

- Sarcasm may be regarded as negative or at times a tool for relationship building
- Yelling or tone of voice in the classroom was a descriptor of negative teacher affect
- Shaming or behaviors that humiliate students were considered examples of negative affect.
- Playing favorites or not treating all students equally was a concern for administrators.

These were the themes that showed up multiple times with some variation; such as I included name-calling and joking under sarcasm. There were some outliers that I will

share at the end of this section. Even though only one participant may have mentioned a behavior I think they add to the depth of the research and are worthy of considering.

Sarcasm may be regarded as negative or at times a tool for relationship building. Sarcasm was one of the first negative teacher affect behaviors mentioned by several participants. Principal 1 explained, “Sometimes teachers use sarcasm. Sometimes, one that sticks out is, they think that they’re being sarcastic and they’re funny, but really the sarcasm is degrading to the students, so degrading phrases.” While the majority of participants saw sarcasm as a negative behavior a few did view it as a way to connect with students through humor. They did share when sarcasm was used; it needed to be with knowledge of the students so as not to be offending.

Another administrator felt that “Sarcasm can sometimes pull kids out but also could have the opposite repercussion.” (Assistant Principal 1) He did go on and share that he has had an occasion where students have conveyed that the teacher was sarcastic and this had to be discussed with the teacher. Another administrator agreed that sarcasm is not always a negative behavior, but student perception is key.

I don’t see a lot of negative behavior. I see some sarcasm that cuts, that cutting sarcasm. I think that sometimes sarcasm gets a bad rep, but I think it can be used in a funny way as long as you have a relationship with the kid after the first couple of months of the school year. But I see some cutting sarcasm too that I think hurts kids’ feelings. A lot of times they may not show it but I’ve had to work with teachers... [administrator asks] “How do you think that student interpreted that?” Because, once again, that in front of a classroom. You never know if, in front of thirty-four peers interpreting it the same way, that one joke might be interpreted. (Assistant Principal 4)

While humor and joking around is an element of a positive teacher-student relationship, participants suggested that it should be tempered with sensitivity to each individual student.

When coding the data I included comments from participants such as making jokes, name-calling, negative comments, cursing, words not appropriate, and demeaning comments under sarcasm. While some of these are not directly sarcasm, I did not determine they needed a theme individually. They each had the commonality of being negative verbal interactions. The present theme examined the words spoken, the next theme looks at how they are spoken by the educator.

Yelling or tone of voice in the classroom was a descriptor of negative teacher affect. Yelling or tone of voice was a concern for many participants. Several administrators recounted an experience with a teacher who had a loud, aggressive tone of voice. Students reported being afraid in the teacher's classroom and administrators had to work with the teacher to change this behavior. I am unsure if it was one teacher or several. It is possible, with the collaboration among administrators, that it was one teacher who demonstrated this behavior and the administrators were recounting the same experience with me. Two administrators conveyed that they believed yelling at students to be more common at the high school level. Both participants offered the reason of increased pressure on teachers for students to succeed at the high school level was due to graduation and college expectations.

One teacher shared his observations regarding yelling,

I've witnessed negative teacher affect. Is it a problem? Yeah...I've seen angry teachers...I've been in classrooms where there's yelling. Is it a problem? It's got to be. The kids, they can't want to do good things if

they're constantly being yelled at or if they're just being harassed or using the language here, having negative affects [sic] against them. They can't want to be successful if that's the case. (Teacher 3A)

Accordingly, an administrator reflected on what happens to students when they are in an environment that makes them resort to flight-or-fight behavior.

We're not the military. We don't have to scare people into understanding how they need to behave. When we do scare people, we all know that it takes 20 minutes, minimum, for their brain to get back into learning mode at minimum, so any type of behavior that makes that and they have to go suddenly go into fight-or-fight is not an effective way of teaching and learning. (Assistant Principal 2)

Assistant Principal 3 shared the following concerns regarding negative teacher affect regarding yelling and tone of voice of teachers,

I think if a teacher was short with a student, if they were aggressive in nature, either verbally, intruding on their space. I think those would be some examples of teacher behaviors that would be concerning to me. Obviously, words that aren't appropriate, they're yelling at them, or using language that's not appropriate. That would be very concerning to me.

Principal 2 added to this thought,

I think that we talk about tone of voice. I think that can have a lot to do with it. You can see a negative affect in the way in which a teacher would talk to somebody, could either be sarcasm gone wrong or it could be that they raise their voice, for whatever reason, whether it's out of frustration or out of anger or whatever it might be and I think that those are really potential negative teacher affect. (Principal 2)

The previous thoughts were reflective among the majority of administrators and teachers alike.

One administrator shared that as a young teacher he learned from a veteran teacher about voice control. “you don’t have to be controlling with your voice, you don’t have to be sort of a disciplinarian to have a high function in class.” (Assistant Principal 4) He described the veteran teacher as soft-spoken but had a structured well-behaved classroom and that set an example for him. Controlling classroom behavior through a loud yelling voice was a concern for several participants. As one principal reported that he saw it as a teacher who is struggling with either structure or management. This insight will be discussed more when research question four is reviewed. When discussing what trainings were available regarding teacher affect Assistant Principal 2 said, “I’ve never heard of that bluntly said. It would be nice to hear it. We don’t yell at kids. I don’t think there’s that training. It also seems somewhat obvious.” When teachers yell at students in front of others a type of shaming or humiliation takes place. Shaming does not only occur when yelling happens in the classroom, it can take various forms. As the next theme demonstrates, it was a concern among administration regarding negative affect.

Shaming or behaviors that humiliate students were considered examples of negative affect. Analysis of the data showed that participants thought shaming may come in several different forms of behavior. I included behavioral concerns such as belittling of student responses, invalidation, behaviors that humiliate, and reprimanding in public, under the theme of shaming. All of these behaviors have the consequence of making the student feel inadequate. One of the assistant principals commented,

I think that some of the teachers are still reprimanding in public rather than reprimanding in private...I think some of the teachers are still in the mindset that let’s reprimand in public and that will be somehow using peer pressure to sort of...I know they use the words shame those kids into behaving properly and I just find that reprehensible. I have no problem

with a teacher taking a student outside classroom and speaking to him or her politely... (Assistant Principal 4)

The administrator went on to add that from his perspective, by talking to a student outside the hearing of his or her peers, the student is being treated “like a person.” He continues by saying, “None of us would want that [shamed in front of peers]. I think we forget that sometimes when we’re dealing with students who are younger people, but they’re people too. They need to be respected...”

Some administrators stated they saw shaming as at times being indirect. One administrator expressed it this way,

...negative things that teachers say to kids. Sometimes it’s indirect, sometimes it’s about, you know there are comments, about a particular student, but to the entire class so that it’s sort of, everyone knows that it could be a comment about someone’s ability, but it’s addressed to the entire class. Those are more some of the common sort of negative affect behaviors that I see from or hear about from teachers. (Principal 3)

Principal 3’s insight regarding shaming also applies to playing favorites, which was also addressed as a concern.

Playing favorites or not treating all students equally was a concern for administrators. Lack of equality in the classroom was shared by administrators as a negative behavior demonstrated by teachers. One assistant principal’s comment, which represented the majority of the administrators, included his concern of equality not being practiced in the classroom,

I think that it’s important that in a classroom that all students are treated equally and so as soon as the teacher finds diversion from the equality piece that’s when you start seeing the negative affect...I’m treated differently than somebody or if one kid or one student is pinpointed more

often than others there begins that negative affect. Which then cycles into much more later on if it continues. (Assistant Principal 1)

Similar comments came from other participants. One participant shared the concern of teacher's gossiping about students and it getting back to the student. Others discussed this more under research question three, regarding how to assist teachers when they are picking one student out from the others in a negative way. It is important to note that the participants who shared this concern did not believe intentionality played a part in teacher behavior.

The outliers regarding this research question deserve acknowledgement, as they were real concerns for the participants that shared them. Principal 1 shared a concern about classrooms being too structured, with no exceptions being made to rules. The example given was bathroom passes when a teacher gives out only so many. If a student has used their limit, but needs to use the restroom, there is no flexibility. Another example was homework deadlines even if there is a valid reason the student was not able to make the deadline. Assistant Principal 2 shared his concern regarding "silly consequences" that teachers may hand out to students. An example he gave was, "making students write sentences for hundreds of times...What some may consider 'old school drill-and kill type behavior'." Adding to these, the associate superintendent explained her concern of facial expression and body language being a negative affect.

I think the one that comes to mind the quickest is their body language, their facial expressions. I think there's a lot of teachers that process information and comments from a students, they're not aware of that body language and the message that sends to students...People process information differently and I don't think we ourselves are aware of our own facial expressions. Sometimes that's what you see and you don't hear what they're saying because you're so put off by their facial expression.

It is important to note that the participants had no problem giving examples of negative teacher affect. Most participants were able to provide examples that they have worked with as administrators or witnessed as teachers. As teachers replied to the question of what is negative teacher affect, many started questioning their own practices. Although, not part of the original research questions I did add some of their comments as I found it intriguing that one question could bring about such reflection.

Teachers reflect on their own classroom affect. I found that this research question led some teachers to reflect on their own affect in the classroom and question how students perceive their behavior. One teacher participant had been undecided how to handle bathroom passes and commented,

I've got kids who every day go to the restroom and my thoughts are, "Man, this kid probably needs a break, so let him go for five minutes or however long, he comes back in, and he or she is refreshed and can get back to work." Because I know that other teachers do this refusal to use the restroom, through passes, through whatever means they do it, I've been thinking, "Should I be doing that?" (Teacher 3A)

The teacher sincerely wanted my opinion on the matter. As previously demonstrated in the literature review, the majority of teachers want what is best for students and as this is an uncommon training topic teacher participants were eager to examine their own practices. Additionally, the following comments reflect on the intentionality of negative affect and the influence of stress on a teacher's behavior,

Obviously no one goes into this profession to be angry and yell at kids, no one does that, so what could be the cause...I get stressed out...I look at these behaviors and I wonder to myself, I look at them, I say, "I might have done this or that or the other," and I can totally link that back to

stress, to have 36 kids screaming around me...if I shamed a student once or twice because I was stressed out.

Has a teacher yelled at students? Sure. You've got 34 kids in a room and they're not listening, I think we've all yelled from time to time. Do we mean to upset the kids or make the kids feel like they're being bullied? Definitely no, but it's happened. (Teacher 1B)

The research previously reviewed supports Teacher 1B's concerns regarding stress and its influence on negative teacher affect.

Students who receive special education services can be a challenge for educators when they are grouped together in one class. Many times behavior management becomes the focus for the teacher, rather than instruction. As one teacher shared, who represented the majority of teachers, difficulty with behavior management can lead to negative teacher affect.

...it makes it hard for teachers who want to do the instruction, but have a difficult time, and sometimes they end up with a negative affect because, like, yelling at students. Like not saying any bad things or mean things to them, but raising your voice out of frustration because the kids just won't behave sometimes. (Teacher 1A)

Continuing on with this reflection, Teacher 1A stated that some of her behavior was creating a negative classroom environment and that was not the intent. Again, it was a classroom management issue that she realized was not healthy for the teacher-student relationship.

I make threats in the sense that I threaten to call their parents if the don't behave or I threaten to give them a detention. It's not like I even realize that that is negative until now, but I really should've realized that it was a negative. Like it's not creating a positive environment, so definitely creating a negative... (Teacher 1A)

As teachers reflected on their own affect in the classroom, they also were asked if they thought negative affect was a problem in U.S. schools. Both administrators and teachers addressed this question. I added this inquiry to the interview questions because little research has been conducted in U.S. schools regarding the occurrence of negative teacher affect. I thought it would be interesting to see responses from educators as to their experiences and thoughts concerning the issue.

Participant's views on the occurrence of negative teacher affect in United States schools. All interview participants were asked if they saw negative affect as a problem in United States schools. I included their responses under the research question of what administrators consider being negative affect, because their replies gave more insight into what the participants considered negative teacher affect.

The associate superintendent responded with the following when asked if she considered negative affect to be a problem within U.S. schools,

Yeah, I think some teachers would be better off in another profession. I think they don't enjoy the children, they don't enjoy the students, they don't enjoy what they're doing. I think some people get burned out. I think some people don't want to be in that classroom and those are the ones I may need to move on. There are some teachers, our district, other districts, are negative with the students. And I think that absolutely impacts the ability for the student to learn.

Several administrators shared they did not think it was a major problem and was being addressed by the educational community. Many of the administrators and teachers stated they had been a product of the district and have only worked in the district being researched, so they were unaware of what was happening in other districts. Yet others expressed that they "could see where it would be a significant problem." (Principal 3)

Participants expressed location could be a contributing factor. Some thought inner city schools might have a higher incidence of negative teacher affect. Principal 4 recounted that he experienced it as a student himself.

Assistant Principal 2's perspective was that since the Columbine School shooting more focus has been placed on school climate. He compared the time when schools allowed corporal punishment to schools of today. "I think there is this 'old school' idea of what school was like in early '90's and before, and negative affect was very much a celebrated part of school culture from my interpretation of it." He saw the school culture improving regarding the need to create a positive learning climate.

In contrast, when I asked an assistant principal that had worked in several other states, he responded:

I worked in low performing schools...It was rough...I saw very tired, very frustrating [*sic*] educators being really hard on kids, really pounding them. Discipline was rough. I mean, I was in a classroom when a teacher said, "Do you want a referral or do you want a licking?" I'm like, "Oh my God, is he talking about corporal punishment?" He was...the kid was not doing anything that was egregious. He [was] tapping a map and he was tapping the girl's head behind him and he thought it was funny. I thought it was funny because the lesson was boring...I would hope that as a country, we're moving to more child-centered schools and child-centered classrooms where people are creating positive effect. But over the years, I've seen some ugly stuff.

All teachers agreed negative teacher affect is present in classrooms, but differed on the level of concern. Two teachers agreed with administrators that inner city schools were at-risk for this type of behavior. One teacher, who was a product of the district and had only worked at the district the research was being conducted in, at first stated that she did not see it as a problem in U.S. schools. Her first response was,

We definitely have a couple of people that I'm surprised they're teachers. The attitudes or the classroom environment they create. The kids don't really like them because the kids feel that the teacher doesn't like students. I wouldn't say it's a huge problem all across U.S. schools. I don't think. (Teacher 1B)

She then began to reflect on her student teaching experience at a larger, lower SES, and higher minority population of students.

I've observed a class where if the kids forgot their homework they had to stand for the entire class period. Kids were very fearful of her [teacher]...there was a guy who was considered the best math teacher on campus, he had been a drill sergeant in the military and he ran his class that way. He was very, very strict. His class was set up if you sat on the front it's because you had an F, next row were D's, C's and A's. When kids got moved it's because their grades changed. It was public.

After remembering this experience she changed her opinion on the occurrence of negative teacher affect and concluded that it is a problem in some areas.

There were several comments concerning the difficulty of removing a teacher who is demonstrating negative affect. Both administration and teachers seemed frustrated by this and had no suggestions for districts. Teacher 1A remarked when discussing the presence of negative teacher affect,

It would be easier to say if that teacher is not a nice teacher, get rid of the teacher, but you can't do that. You can't just say, "Sorry," because teachers have tenure. It's really hard to get that and rid of the worst teachers.

An administrator agreed with this viewpoint and shared how he felt frustrated at times as the protections he enjoyed while being a teacher were now problematic as an administrator.

The participants that had a broader educational experience had different

opinions as to the type and degree that negative teacher affect is observed in U.S. schools. Those participants that had worked in other districts and communities had more experiences with negative affect, with the exception of one participant. Assistant Principal 3 shared that he did not experience negative affect growing up and rarely saw it within classrooms. Next, we will examine what steps administrators take when negative teacher affect is found in the classroom environment.

Research Question Three: What steps are taken when negative teacher affect is recognized? The steps taken by administration organized the themes for research question three. I found few codes that did not fit into patterns. The following themes were developed:

- Candid conversations occur between teachers and administrators.
- Administration models positive affect while giving teacher feedback.
- Administration support teachers in various ways to encourage positive affect.
- Teacher evaluation process assists in addressing negative teacher affect.

As previously mentioned, the administrators in this district collaborate with each other regarding difficult situations. Principals commented that they would talk with a superintendent or other principals if unsure how to approach the situation. Assistant principals shared they would seek out advice from their principals and fellow assistant principals.

Candid conversations occur between teachers and administrators. A common theme cited was having a conversation with the teacher when negative affect is recognized. As previously mentioned, the district does not have a written protocol, but

does rely on administration collaboration and problem solving. The evaluation process is also considered a guideline for administration to refer to and will be discussed later as a separate theme. The seriousness of the incident or occurrence guides administrators as to how to begin the process of supporting the teacher. If the specific situation is not egregious and immediate action is not needed, administrators indicated they would set up a meeting with the teacher in a comfortable setting, probably the teacher's classroom, as a first step. All but one administrator expressed that face-to-face conversations would be where they would begin. One administrator shared he would start with an email. All agreed the conversation needed to be *non-adversarial*, *non-invasive*, and *non-confrontational*. Several participants recognized this to be a challenging issue to address and conversations were described as being *real*, *frank*, *heavy*, and *difficult*.

Principal 3 shared an example of how he would begin a conversation by asking if they could discuss his classroom visit.

...I noticed this comment was made. I noticed a couple of kids were kind of taken back by it. What were your intentions? What did you mean by it? Did you have an opportunity to process that? Wondering if you had a reaction to what you saw?' I'll float it out there and that way, so that it's noninvasive or non-confrontational, but it's addressed.

Several administrators related different strategies of encouraging the teachers to be reflective. One administration shared that he first asks the teacher how they thought the class went to see if they are able to identify any weak areas. All agreed it is a sensitive area to discuss with the teacher. At times it involves more than just behavior, but different teacher personalities. Assistant Principal 1 spoke of the challenge of addressing the topic of negative teacher affect.

I'm big on face-to-face communications. That seems to be becoming a lost art with email...I find that face-to-face conversations, real conversation...a heavy conversation can be handled better. It can bring out emotion and emotions can be addressed immediately as opposed to an email, which has time to think and do a spin and do all those things that don't work, but if you can be human-to-human and talk about the need to help other humans it tends to work.

In addition, the reaction of the teacher was a concern and making sure the teacher felt safe and not under attack. Administrators expressed the goal is to have teachers think about their behavior and not become defensive. Several administrators commented on the importance of listening to the teacher during these difficult conversations, remembering that teachers are human too and need encouragement from administrators.

I also noticed that teaching is really...this is a hard job and lots of energy. I've noticed the teacher who are either going through some life changes, maybe a divorce or a maybe a spouse dies or maybe a parent or a child dies or something horrible like that, that's really rough on them too and they don't have the patience to be a positive person. (Assistant Principal 4)

Assistant Principal 4 is addressing the stress of the job, which was mentioned previously.

He realized that stress has an impact on teacher affect.

Most felt starting with informal conversations and moving to the evaluation process, if needed, was the best course of action. Principal 2 conveyed that moving on to the evaluation process is seldom needed,

I haven't seen lots of that negative affect where it was anything more than we had a conversation and they went, yeah, I got frustrated that day or something like that. I haven't seen that long term, on-going negative affect.

The conversation is the first action administrators agreed on if negative teacher affect was recognized. Next, will be reviewed the theme regarding various types of feedback the

teacher might receive from administrators and the manner in which they give the feedback.

Administration models positive affect while giving teacher feedback.

Administrators discussed the manner in which they would give feedback to teachers during their conversations. An important aspect was working together with the teacher to change behavior. When giving feedback, Principal 4 states the following,

I mean I think like all teachers, you always want to model that [positive affect]. Even if I'm trying to have a difficult conversation with an adult or with the teacher, it's that sandwich piece. Here's positive, here's something to work on, and here's another positive.

I think trying to be sneaky about it is having those conversations, getting somebody willing to try something and then being there to see them try it and then give them positive feedback about that. Whether it's a conversation and like, "How do you feel like that went?" Or sometimes for me, I like to just jot down a little notes [*sic*] and little cards and just leave it for them. Like, "Hey, you did X, Y, or Z. This was what I saw as a result of that action or that statement or whatever the case may be.

Encouraging teachers was a common statement from administrators. Additionally, giving teachers examples of the concerning behavior and examples of how to handle the situation differently was stressed.

In addition, the issue of trust was a common idea and the importance of developing a trusting relationship with teachers in order for feedback to be received. It was expressed by several administrators that trust was more of an issue with veteran teachers than new teachers. Most administrators agreed that newer teachers were more open to suggestions and interested in professional development. They would seek out

support from administration if administration did not provide it. Several administrators conveyed that when communicating with veteran teachers it becomes more difficult.

Sometimes with the more veteran teachers, especially ones sometimes that have been teaching for over thirty years, it's more difficult conversations. Yes, maybe whenever you started this is how it was, but it is not that way anymore, and we need to change how we address students...for more experienced teachers, sometimes you know it may not be a situation where it is solvable, but at least you do more frequent check-ins. You do more frequent walk-throughs. You give specifics...continuous feedback...continuous process...It sometimes depends as to where you are, how veteran the teacher is, as to how much support you can give. That's just part of the education world. If it's not blatant, even if we don't think it's the best way, and they're not breaking the rules, sometimes all you can do is suggest. (Principal 1)

The frustration was clear in Principal 1's voice. Veteran teachers can choose to implement administration's suggestions or not as long as no rules are being broken. Due to the subjective nature of evaluating teacher affect, Assistant Principal 1 suggest that a teacher with negative affect may teach for many years and ignore any guidance given to them by administration.

It's the systematic way of which we work as teachers of hiring and firing. If a teacher knew that this behavior was unacceptable and that it's grounds for being potentially fired, laid-off or whatever I don't believe it would exist. The fact that is they feel protected, that they can be this way and nothing is going to happen to them...If a person has a negative affect year after year at what point do you say enough is enough? (Assistant Principal 1)

One administrator shared how different a school site was after a group of teacher retired.

Teachers continued doing what they did without change throughout their tenure here...It was a very different place because of retirements...I could not go into that classroom and give them a directive to do one thing or the other, especially in this district with the power of the union. I would have been out of a job in a year. It's a lot slower process...You have to earn that trust, especially with some of the old regime...(Assistant Principal 2)

I chose to include these direct quotes from administration, because during the interviews their frustration was clear. I wanted their voices heard, as this was a concern for administration.

In contrast, Assistant Principal 4 has a different perspective regarding working with new teachers versus veteran teachers. He found it depended on the individual on how they responded to the feedback and not how long they had worked as a teacher.

I found new teachers who haven't had a lot of experiences who are inflexible and want something the way they do want and they get tired and they resort to sort of the negative instruments...I've worked with teachers who are veteran teachers who are near retirement that are tired also and resort to that [negative affect].

When interviewing a veteran teacher an interesting perspective regarding administrator feedback came to light, which seems to support that it is an individual issue and not how long an educator has been in the profession.

I've worked with some teachers that...unintentionally had negative affect, and I saw how it affected some of the kids. I saw admin not working with them. Doing the evaluations, but not necessarily addressing that. That would have been a great opportunity to do a mentorship or more observations, or actually just call them on it and be like, "You know, you just called that kid a dufus, and he felt really bad about it. Did you even realize that you called that kid a name?" I see that as an issue...sometimes it's nice for somebody to hold up a mirror and be like, "Do you realize that this is what you're doing and what you're saying?" ...They're (administrators) always afraid of that fine line of giving feedback and giving criticism. It would be nice to get some constructive feedback...they tell us what they saw, and they're not so much the instructional leader piece of it. (Teacher 2)

A newer teacher reported a different experience with feedback from administration. He found feedback to be frank and specific.

My first evaluation I think the only thing that had any, like the “needs improvement” or “still working on,” it was to encourage me to try to use more positive...I don’t think that I don’t do this, but I know they need to find something to find. Use more of the carrot than the stick was essentially the...use positive feedback, “You’re doing a great job.” As opposed to using negative feedback, “don’t do that” kind of stuff.
(Teacher 3A)

As administrators offer feedback to teachers they are also thinking of various ways to support teachers and encourage a positive classroom climate. The next theme examines the various ways administration encouraged positive teacher affect.

Administration support teachers in various ways to encourage positive affect. I

chose to differentiate teacher support from administrator feedback because I wanted to share some of the support strategies that administrators use specifically. Principal 2 explained that he works closely with the BTSA coordinator and they have conversations about what would be the best way to support a teacher displaying negative affect. Principal 4 suggested coaching the teacher, although he did mention that the teacher association did not like the phrase. He told me of a teacher who was struggling and,

he and I planned together and then we co-taught together that same month that we planned...Then there were other times where we co-planned and then I just did the lesson. He just observed...let the teacher know like come talk the talk, but I’ll *walk the walk* if given the opportunity too...

I did ask him about this example and the opinion of the teachers association and his response was,

I don’t know if he didn’t share. I certainly didn’t share, but I never received any feedback, positive or negative on that one [from the association]. To me, it would be like I’m trying to support. I’m trying to give an idea. I could talk about it with him until I was blue in the face, but maybe this was more powerful.

Another example of teacher support was co-observations. Co-observations were described as teacher and administrator observing classrooms. Administrator would use informal guided questions to help focus the teacher's lens on certain aspects of the classroom. Helping teachers learn from their peers was a common idea that administrators implement to support positive teacher affect.

Assistant Principal 4 explained how this encourages teachers to learn from a colleague. His site has implemented structural rounds where teachers go and observe other teachers. Administrators from other sites mentioned this practice also. One administrator shared how he uses this strategy if a teacher is displaying negative affect to a particular student due to his or her behavior in their class. The teacher is encouraged to observe the student in various classrooms. The administrator commented that teachers are usually very reflective when they see the student that they have behavioral problems with not acting out in another teacher's classroom. The teachers are able to collaborate on how best to support the student.

Assistant Principal 3 shared, "If they're having issues, how can I support them? What are some strategies I can offer them? Whether it's being in the classroom, and being a supportive person in that regard." Interestingly, one of the teacher participants shared that this assistant principal has a positive presence in the classroom and knows the students. Her comment was that she felt as though they were a team. This teamwork goes back to a trusting relationship as assistant principal 2 conveyed, "That's where it is about that relationship that you build, the trust that you build that I'm not sitting here trying to get you fired. I'm trying to make us a better team of educators." This trust building follows through into the evaluation process. The administrator is in the classroom for

several class periods observing instruction. Teachers and administration both shared it is beneficial when it is someone you have developed a relationship with and have a level of comfort with.

Teacher evaluation process assists in addressing negative teacher affect.

Depending on the length of time a teacher has worked in the district they may have a formal evaluation yearly, every other year, or every five years. As previously mentioned the Teacher Standards give administrators an opportunity to identify and address the subject of teacher affect in the classroom. The evaluation process can also be implemented when negative teacher affect is recognized and informal conversations and other strategies have not resulted in improvement. In addition, several administrators explained that a teacher might be put on an assistance program, which they identified as PAR. After document review, I found PAR stands for *Peer Assistance and Review*, which is a program aimed to help teachers improve performance and develop good instructional practices, which will improve student success.

The PAR process can be used to assist teachers, as Principal 1 stated,

...is a viable way to correct a teacher who's not doing that well, or again, evaluate them out if it's not going well. It's difficult. It's long, tedious process, but it should be done if it's going on. A lot of that too, starts with district offices, and I want to say I think ours does a good job.

The associate superintendent supported this by explaining, "...our discipline model, which is the first model, the intention of it is to improve behavior. Not punitive, but change the behaviors. Part of my responsibility...was going in, observing and see how things are going. And give feedback." An administrator agreed with this by reporting his

goals regarding evaluations, “It’s a bit of a process...It’s kind of getting to that point through some discussion, and discovery, self-discovery.” (Principal 3)

Many principals shared that they split evaluations up between them and the principals usually take the new temporary teachers to evaluate. Principal 3 reported that they review assistant principal evaluations together. He recounted, “...one particular case there was a lot of discussion about affect. Especially in this current school year there was about affect, negative affect for that matter.” Administration shared that their goal was to encourage positive affect, which in-turn discourages negative affect. The next research question addresses how administration encourages positive affect in the classroom.

Research Question Four: How do administrators encourage a positive teacher affect in the classroom? Overwhelmingly, all participants reported that administrators should model positive affect, which in-turn encourages the behavior on campus. On all four campuses, the participants, both administrators and teachers, shared that modeling was extremely important. Administrators also shared that modeling positive affect happens at the district office level for them.

The themes for research question four were:

- Administration models positive affect with staff and students.
- Positive school culture sets the tone for positive teacher affect in the classrooms.
- Relationship building and positive communication between administration and staff builds a foundation for positive affect.

Some themes that developed we have covered under other research questions, such as the district’s BTSA program, evaluation process, observing peers, and encouraging teacher

self-discovery and reflection. I will not go into detail regarding these themes as they were explored previously.

Administration models positive affect with staff and students. Principal 1 echoed what many participants shared regarding encouraging positive affect through modeling. “First, I model it, so with positive interactions myself with the student, with the teacher. I think first by modeling it.” (Principal 1) Principal 2 shares how this is a purposeful and mindful act,

Part of that is modeling. How do we have a positive affect towards our teachers as the administrators, as the classified staff, as everybody, how are we treating each other? I think that that kind of purposeful approach to positive affect across campus, that helps to encourage a positive teacher affect in the classroom...we’ve really been mindful about trying to be positive and set kind of a positive model for everybody.

Principal 3 commented, when sharing about the importance of positive teacher affect, how he models positive affect himself, “It just takes one negative exchange with a kid and you’ve changed their experience. Especially with a middle school kid, so a lot of modeling.” Assistant Principal 3 shared, “...just making sure you’re modeling that behavior with teachers...I don’t see any specific suggestions other than being able to model and support that particular teacher.”

I do my best to model it to be honest with you. I run around the campus talking to kids, shaking hands, being positive cheerleading if you will. In the classroom given the chance I’m going to sit there and I’m going to name a kid. They don’t think I know their names. I can come inside the room and I can tell the kid his first and last name and talk to them about what their doing and show that I care about them. I want to model that.
(Assistant Principal 1)

During my observations the administrators were doing what they said was important. I witnessed them shaking hands and asking how family members were of students and faculty. They seemed to know staff and student names. In addition, I observed their body language was upbeat and they were smiling. Nobody seemed surprised by their behavior so I surmise that it was normal for them to display positive affect.

Although the data collected did not suggest any professional development that encouraged this, it did demonstrate that there is a lot of collaboration going on between administrators. It is likely they are encouraging each other. Assistant Principal 3 conveyed this by saying, “It’s almost unspoken, but often brought up as a priority. It’s just something that we...it’s part of what we do.” Positive affect seems to start at the district office and flow into the classrooms, starting with the superintendent. One administrator shared the philosophy in this way,

I want a humble leader who says, “This is what I screwed up. This is what I learned from my screw ups,” because I think that we want on our students too. I mean, that’s the whole deal with this sort of practice is, “I messed up. What am I going to do to make amends and what am I going to do differently?” It means we’re human and hopefully we’re learning...He’ll [superintendent] call me and would say, “Are you having fun?” That’s one of the first questions.” (Assistant Principal 4)

Seeing this positive affect as being transferred into the classrooms through modeling was described in this way, “...teachers could hopefully more easily transfer that [positive affect] to their students.” (Principal 4)

Teacher participants saw administration modeling as important as administrators did. Again, the idea of a *trickle-down effect* of positivity within the district was described, “Because they’re [administrators] happy, the teachers feel happy, so it’s like a trickle-

down maybe, if that makes sense...promoting more positive language rather than negative language, so through the modeling I would say..." (Teacher 1A) On the same note another teacher shared, "The modeling piece is really big. The activities that can happen on campus can overflow into the classroom without it being mandated." (Teacher 2)

When sharing about administrators supporting Associate Student Body (ASB) a teacher stated, "They're showing us what they wanted us to do by modeling it for us." (Teacher 1B) A veteran teacher shared,

They try to model, a little bit. When you see them out on campus. My previous administrator was really good about that. The relationships that he had with the kids, he would walk through lunch, and he would say hi to everyone by name. You're like, "How do you do that? I want to do that." The modeling piece of it is one way that they encourage it [positive affect]. (Teacher 2)

For teachers the importance of modeling good relationships with students and demonstrating student connectedness was a shared goal. One teacher related how her administrators are out during lunch and surrounded by students. The previous administrator had not been this approachable and the lack of student connectedness showed on the schools Healthy Kids Survey. My observations supported the comments made by participants. The observation that addresses the aspect of modeling was the observation where I was unable to observe classrooms, but just shadowed an administrator for 30 minutes. The administrator greeted everyone as we walked the campus, it was close to lunchtime and he went and asked the lunch workers if they needed any help. If he saw a student he greeted them by name and sometimes stopped to

shake their hand. He demonstrated a positive disposition to everyone he came in contact with.

Positive school culture sets the tone for positive teacher affect in the classrooms. It was important to administrators that the school culture be a warm and welcoming environment. Bridging the model theme with school culture, Principal 2 shared,

I think you create a campus culture where that's the norm. We've tried really hard here departmentally and just as a full staff to emphasize that school community as being a big deal. Part of that is modeling. How do we have a positive affect towards our teachers as the administrators, as the classified staff, as everybody, how are we treating each other? I think that that kind of purposeful approach to positive affect across campus, that helps to encourage a positive teacher affect in the classroom.

...the teachers feel comfortable, that this is a place where they can take risks and they can try things in the classroom and they can...it's going to be okay and they're going to be supported. I think that that helps them to take a deep breath and realize, you know, they can be much more positive in general with their kids.

Participants mentioned the concept of developing a school family. One of the middle schools had this as their school focus, with having lunch picnic days where the teachers were encouraged to eat outside on the grass with the students. Teacher 2 shared how the administration encouraged connections within the school family.

If he knew that we were interested in something and he happened to run into a kid that was interested in the same thing, he'd like, "Hey go tell her that you just did this last weekend, because she did it two weekends ago and thought it was so fun." Trying to find commonalities between kids and teachers, or even teachers and teachers. Almost forced relationships, but in a nice way.

Administrators described a school climate where there was emotional safety through respect and trust. An administrator conveyed it this way, “The goal of our school is to create an environment where students are safe, and staff is safe to come to work and to come to school.” (Assistant Principal 2) Assistant Principal 4 summed it by including the importance of joy and laughter in a student’s day,

If we’re not creating a place that’s filled with joy, I think we’re missing the mark because I don’t know about you but I’ve never liked to learn if there’s not joy and laughter. I just don’t... There’s got to be some joy and your got to make them laugh. I think I try to be an example of that. I’ll stand in the hallways like on Monday afternoon when they’re leaving and I’ll say, “Have a great weekend.” The kids get... they think that is so funny but I try to model that for the teachers, “Can you make them laugh? Is this a place where you’re laughing?”

A place where students want to come to school and staff wants to come to work is a place where relationships can be built and positive communication can develop. This leads us to the last theme based on relationship building and communication.

Relationship building and positive communication between administration and staff builds a foundation for positive affect. Administrators and teachers both shared that open, positive communication was key to encourage positive affect. Administrators shared that making a social/emotional connection with teachers was paramount. One principal shared, “I think I’ve also worked hard to build a communication system this year so that teachers are comfortable coming to me and asking for advice on things.” (Principal 1) Principal 4 acknowledged, “...it’s hard for some people with the administrators, unless there is rapport established and people are feeling safe.” Trust among the school community was an important element to communication. This was brought up when discussing peer observations. An element of respect and trust for the

observed teacher must be part of the equation. Candid conversations cannot happen if teachers do not feel safe, reported one administrator.

Teachers shared how they saw administrator check-ins or walk-throughs as a part of positive communication. One teacher described an interaction with her administrator while she was conducting a lesson outside,

I think by just giving us positive praise when we are doing something that they see...the administrator came in and was observing with me and gave me a lot of things like...You seem to have a good rapport with them [the students]. You're laughing, telling jokes. They feel comfortable coming and talking and asking questions. I felt like just getting a lot of positive strokes for doing those things. It was helpful. (Teacher 1B)

Teachers also conveyed that having administrators approachable was important. One teacher shared how she is fearful of how aggressive parents can be in the district. It was important to her that she had administrations support.

During my observation of Principal 2, I noticed that he either left a little note on the teacher's desk or would be tweeting things about what was happening in the class. One of the teachers shared that this was not only positive communication, but was tied to the school culture theme.

"...is good at the tweeting thing. I can see what another teacher is doing, and be like, "I want to do that," or, "Wow, that looks really cool." If it's something I don't want to do, I could at least talk to my kids about it, like, "Hey, I saw those rockets you were shooting off yesterday." All of a sudden the kids are like, "Oh, my gosh, you know we did that? That's awesome." Trying to find those connections is big. (Teacher 2)

Part of the relationship is feeling supported, but not supervised. "It's very positive interaction, and staff are really positive about that interaction, and feel supported. They don't feel like they're being supervised. They feel like he's [administrator] coming in to

support.” (Teacher 3B). Another teacher shared how much she appreciated the informal feedback. “I’ve gotten emails from the principal saying, “Great job with this.” (Teacher 4). She also commented on how she appreciates the easygoing rapport and laughter that happens at her school site between administration and teachers.

Summary

The present research study conducted explored the realm of teacher affect and how administrators recognized and responded to teacher affect in the classroom. A qualitative case study approach to address the topic of teacher affect and administrators was used. Through interviews, observations, and document reviews data was collected and triangulated to answer the research questions. In vivo coding was used to fully express participants’ voices. Through open coding, themes were developed to each of the research questions. The overarching research question, “How do administrators recognize and respond to teacher affect in the classroom?”, identified the following themes:

- Classroom observations were student centered
- Classroom environment was evaluated during observations
- Teacher-student interactions were and important indicator of affect
- Administrators conduct frequent informal classroom visits
- Administrators follow-up on any reported complaints

The themes identified from sub-questions one through four are below:

Sub-question one: “What trainings are available to educators that include the topic of teacher affect?” identified the following themes:

- Beginning Teacher Support and Assessment (BTSA) training program for educators within the district
- Informal coaching occurs through collaboration between administrators
- Teacher evaluations encourage administration to address teacher affect

Sub-question two: “What do educators consider to be negative teacher affect with students?” identified the following themes:

- Sarcasm may be regarded as negative or at times a tool for relationship building
- Yelling or tone of voice in the classroom was a descriptor of negative teacher affect
- Shaming or behaviors that humiliate students were considered examples of negative affect
- Playing favorites or not treating all students equally was a concern for administrators

Sub-question three, “What steps are taken when negative teacher affect is recognized?” identified the following themes:

- Candid conversations occur between teachers and administrators
- Administration models positive affect while giving teacher feedback
- Administration support teachers in various ways to encourage positive affect
- Teacher evaluation process assists in addressing negative teacher affect

Sub-question four, “How do administrators encourage a positive teacher affect in the classroom?” identified the following themes:

- Administration models positive affect with staff and students,

- Positive school culture sets the tone for positive teacher affect in the classrooms
- Relationship building and positive communication between administration and staff builds a foundation for positive affect

The data were considered through the lens of a theoretical framework. The framework consists of the ecological development theory, the attachment theory, and the life-course theory. When administrators are addressing the issue of teacher affect in the classroom they look to the students and teacher-student interactions to ascertain positive or negative affect. Not only does this finding support the ecological development theory, that looking to the environmental systems the student interacts with, but also the attachment theory which posits the importance of the caregiver-child relationship. The environment and the relationships a student is exposed to impacts his life course. Participants supported this theoretical lens of examining the environment and teacher-student relationship. Principal 1 reinforced this by commenting,

If there's a negative affect going on, and it's a negative environment, it's not a place people want to be. It's not a place people will be successful... Especially, in a classroom with children, and always remembering that even up to the time they graduate high school, they're still children. They're still learning. They're still making mistakes, and just continuing to put that into perspective..

In Chapter Five, the findings will be compared to current literature in order to continue the exploration of the research questions. In addition, the conceptual framework will be discussed and the idea of expanding the theories to be applied to all of the actors involved in a school community. How the findings may assist other school districts to address teacher affect will be examined and ideas for future research will be suggested. Finally, closing thoughts will look at the rights of a child to enjoy an educational

experience free of negative teacher affect with administrators supporting both teachers and students.

CHAPTER FIVE: DISCUSSION & CONCLUSION

Much of the focus in education is on the academics, the curriculum, the level of rigor, and the assessments. But what of the emotional development of the child? Research has asserted a link between positive teacher-student relationships and academic achievement (Frisby & Martin, 2010; Meeuwisse et al., 2010; Reyes et al., 2012; Roorda et al., 2011). Negative teacher affect in the classroom negates the benefits of researched based curriculum, high levels of rigor, and leads to lower levels of learning and poor assessment.

Many researchers have defined the behaviors of negative teacher affect as teacher bullying, student maltreatment, or student victimization (Naylor et al., 2006; Smith et al., 2002). All descriptors speak of an imbalance of power that can exist in the classroom and this power is abused through acts of yelling at students, mocking, making fun of, name-calling, negative putdowns, shaming and the list goes on (Benbenishty & Astor, 2005; Brendgen et al., 2007; Whitted & Dupper, 2007). The present study used the term negative affect to factor in the possibility of a lack of intentionality. Bullying is an intentional act to do harm and it is questionable if teachers are aware of their negative behavior. Although the intention is in question the consequences to the emotional health of the student are not. Viewing this negative behavior through the lens of the theoretical framework of the ecological development theory, the attachment theory, and the life-course theory we see that the child's environment and attachments have an impact on his or her life course.

This final chapter looks at how administrators in one district recognize and respond to teacher affect. While much more difficult to address, teacher affect is no less important than the instructional skills of the educator. The present study questions if in one district middle school administrators are prepared to assure a positive climate in their classrooms. I will summarize the findings; first by identifying the four major overarching themes found when data was analyzed. Then, I will offer an abbreviated review of the research questions and the relevant results. Next, a view of the outcomes through the lens of the theoretical framework used for the study including the literature previously examined. In addition, the implications for the educational community will be considered and any limitations that might effect the outcome for other districts. Lastly, future research suggestions will be explored and concluding thoughts regarding administrators and teacher affect.

Summary of Findings

The present study was a qualitative case study examining the topic of teacher affect in one district's middle schools. The data was gathered by multiple sources in the form of semi-structured interviews, observations, and document reviews. Four principals, four assistant principal, one associate superintendent of human resources, and six teachers were interviewed. Teachers were included in the study to compare their statements with those of administrators. They added another level of depth to the research as they shared their thoughts regarding teacher affect.

Major overarching themes. Four overarching themes were demonstrated from the findings. Some support literature reviewed in Chapter Two and others have a nuance that I found to be new and fascinating. Below is a review of the four themes.

Student centered observations and perceptions. When administrators were asked how they recognize teacher affect there was a strong consensus that being a student-centered observer was the key. Teachers and administrators alike shared that students would be the answer as to how to recognize teacher affect. Administrators commented that teachers could change their behavior when an administrator walked in the classroom; in fact students have reported that teachers have done just that. By focusing on student engagement, interaction with the teacher, body language of the student, and listening to what is said outside the classroom by students, administrators are able to get a better gage on teacher affect in the classroom. An interesting element to this was that most participants stated they could just *feel it instantaneously* when they walked in the classroom. Just like the students the administrators felt a positive or a negative affect from the teacher. Reyes et al. (2012) suggested never underestimate the emotional climate of the classroom and it is possible this is what administrators are sensitive to.

Stark lack of training pertaining to teacher affect. Considering how informed administrators were regarding recognizing and responding to teacher affect it is surprising that there is little to no formal training available pertaining to the issue. The district relies on collaboration and brainstorming among leadership to solve many administration problems. It is important to remember that the district researched is a small district and a larger district may not be as successful handling situations in this

manner. The lack of training in the area of affect is supported by prior research (AERA, 2013; Hyman & Perone, 1998; King & Janson, 2009).

Administrator's model positive affect. Administration modeling positive affect was a significant finding. As the interviews continued and I asked how administrators encourage positive teacher affect, modeling was one of the first responses for teachers and administrators alike. Administrators shared it was important for them to treat their teachers how they wanted their teachers to treat their students. They not only treated the faculty with respect, but also modeled how to treat students for the teachers. Some of my observations demonstrated administrators out in the mix of the campus, talking with students and staff equally. It seemed as though teachers looked to their administrators as their supporters, rather than their superior. Chen and Wei (2011) described an imbalance of power can create an environment of emotional abuse. The findings demonstrated the importance of an imbalance of power not occurring at the higher level of the administrator-teacher relationship. Kezar and Carducci (2006) suggested that leaders are being developed to be collaborators and I saw this to be true in the present research study.

Positive affect starts at the very top. It is common knowledge that negative things can run downhill in an organization. The findings demonstrated that positive affect also runs downhill and right into the classroom. Many participants contributed the positive affect of the district to the superintendent. He was reported to model positive affect and set the tone for associate superintendents, principals, assistant principals, and other leadership members. The last two themes support social learning theory by Albert Bandura (Crain, 2005). The power of modeling influences from the environment was determined to be vital in learning according to Bandura. This correlates with the findings

of the present study and the focus of modeling positive affect. Frisby and Martin (2010) discovered that a teacher modeling positive behavior encourages students to behave in a positive way. I posit that leadership modeling positive affect encourages teachers to model positive affect in their classrooms.

Research questions reviewed. The findings will be briefly reviewed by research question. The following were the research questions that guided the present study. The overarching research question was, “How do administrators recognize and respond to teacher affect in the classroom?” In addition, sub-questions relating to the larger question are:

Research Question One: “What trainings are available to educators that include the topic of teacher affect?”

Research Question Two: “What do educators consider to be negative teacher affect with students?”

Research Question Three: “What steps are taken when negative teacher affect is recognized?”

Research Question Four: “How do administrators encourage a positive teacher affect in the classroom?” Following, each research question is discussed separately to better present the findings.

Overarching research question. The overarching research question was, “How do administrators recognize and respond to teacher affect in the classroom?” All administrators shared that looking to the students was their first way to determine if teacher affect is appropriate. Looking to the student’s body language and level of engagement was important to administrators. Interestingly, many administrators and

teachers commented that they could just *feel* it when they walked in the classroom. This collaborates with administrators taking note of the classroom environment and how students are behaving within the environment. Administrators reported that frequent informal classroom visits told them more about teacher affect than formal evaluations. Another way of determining teacher affect was through complaints from parents, students, or fellow teachers. If a complaint was filed then administrators would follow up with a conversation with the teacher and more frequent observations.

As for the administration response portion of the overarching question, administrators shared that teacher evaluations, communication, and giving teachers informal feedback are the common responses. As the sub-questions demonstrate the response was different depending on positive or negative feedback. Both are expanded on later in the section. Overall, administrators were aware of the importance of teacher affect on the emotional development of students and had a plan as to encourage positive teacher affect and address negative teacher affect.

Research Question One. Research question one, “What trainings are available to educators that include the topic of teacher affect?” Participants reported that no professional development were available that dealt specifically with teacher affect. Many shared trainings often had it embedded in them, such as behavior management and the importance of have a positive classroom climate. The finding demonstrated a lack of any training that pertained directly to teacher affect in the classroom.

The district has developed an extensive BTSA program to support administrators and teachers alike. Throughout the interviews the BTSA seminars were mentioned as having topics that relate to teacher affect. The BTSA support coordinator and providers

both assisted administrators with supporting teachers. The district utilizes informal coaching a great deal and that is demonstrated throughout the data. Administrators use collaboration to brainstorm how best to support teachers. The evaluation process was established as a way to work with teachers regarding affect. The California Teaching Standards have three standards that participants specifically referred to. During document review I identified sub-standards that would also apply.

Research Question Two. Research question two, “What do educators consider to be negative teacher affect with students?” Administrators had no problem identifying negative affect and many shared examples that they have worked with teachers on. Biting sarcasm was one behavior that was identified and yet a couple participants suggested that sarcasm could be used positively. They argued it needs to be done with sensitivity, but can add to the teacher-student relationship. All participants described yelling as a negative behavior and one that destroys a trusting classroom environment. Tone of voice was also considered a concern. Participants stated they believed some teachers used these behaviors as a way to control classroom behavior. Shaming was described as behaviors that make the student feel inadequate. Examples of shaming were belittling of student responses, invalidation, behaviors that humiliate, and reprimanding in front of peers. Playing favorites was identified as a negative behavior. The opposite of playing favorites is picking out a student that receives the brunt of negative teacher affect. Administrators provided various strategies to assist teachers on ways to interact with students they are having negative behaviors with.

Research question Three. Research question three, “What steps are taken when negative teacher affect is recognized?” *Frank, real, heavy, and difficult* conversations

were described by administrators when asked interview questions relating to this. It was important that the conversation were held in a non-adversarial way, but still addressed the behavior. Administrators stated the importance of having teachers reflect on their own behavior. Making sure the teacher feels comfortable and safe during these conversations was paramount. Just as students learn best in a positive environment, so do teachers.

Feedback was an important element to changing teacher affect. Administrators shared it was not enough to identify the negative affect, but what to replace it with was vital. Helping the teacher change behaviors was sought through feedback, support, and the evaluation process. The steps taken were not described as punitive, but addressed as being a team effort and requiring a trusting relationship.

Research Question Four. Research question four, “How do administrators encourage a positive teacher affect in the classroom?” Administrators and teachers both reported the need for administrators to model positive affect. The concept of the *trickle-down* effect of positivity was expressed several times. Administrators model how they want teachers to behave with students. It was important to participants that administrators knew the student’s name and demonstrated that they cared about them. This positive affect was developed even more through a positive school culture. Several participants referred to a *school family*. The goal of administrators was having a warm and welcoming campus, where staff and students felt emotionally safe and trust was displayed.

Theoretical Framework and Findings

Much of what was discovered echoed the findings in the literature reviewed. The theoretical framework was discovered to be a lens through which the entire school community, not just the students, could be examined. The ecological development theory

addresses the interaction a student has with their environment and the impact it may have. The same can be said of teachers and administrators. A positive school culture has an impact on teachers and students (Meeuwisse et al., 2010). To further this idea, a positive district office influence has impact on administrators as demonstrated by the ease of which administrators in the study collaborated. The *trickle-down* effect is not a new concept and Hyman and Snook (2000) discussed it from the aspect of negative affect, “When teachers are dispirited, students will inevitable suffer. When officials denigrate, demean, or ridicule teacher, teacher will tend to denigrate, demean, and ridicule students.” (p. 492). Each district and school has a climate or as the ecological theory posits has subsystems that interact with each other and have an influence on the individual.

Continuing with the theoretical framework and looking at the attachment theory, it is not only students who need a healthy attachment. The participants shared numerous times the importance of relationship building between teacher-student, teacher-teacher, teacher-administrator, and administrator-administrator. Building healthy adult interpersonal relationships supports a positive school climate, which encourages positive teacher affect (Shaver & Mikulincer, 2011). The theories intermingle when examining the bound organism of a school district. The imbalance of power that can occur within a classroom may also occur within a school site or district (Chen & Wei, 2011).

Completing the examination of the findings through the theoretical framework is addressing the life-course theory. Negative teacher affect can have a tremendous influence over a student’s life course (Bender, 2012), but also an administrator’s negative affect can have influence over a teachers life-course. Research previously reviewed

demonstrated that teachers who are untrained and have a low self-efficacy can resort to negative behaviors (Brendgen et al., 2007; Khoury-Kassabri, 2012). The current study demonstrated that the district's extensive BTSA program supported both administrators and teachers. The BTSA support experience can have an impact over the career of an individual in education. This is not unlike the impact a teacher's affect can have over a student's life course.

The findings of the present study demonstrated that administrators and teachers are aware of the damaging affects of negative affect. The importance of administrators modeling positive affect for teachers was a key point. Although, little direct training was found regarding teacher affect, there was training that embedded the importance of a positive educational climate. The district is a high performing district and demonstrated positive school climates. This agrees with the research that demonstrates an association between positive teacher-student relationships and academic achievement (Roorda et al., 2011).

Implications for the Educational Community

The implications for the educational community are rich and seem straightforward, but organizations and human interactions are complex. While the suggestions are simple the implementation is multifaceted. Firstly, the idea that positivity runs down hill in an organization is fundamental. Frequently the notion is applied to negative characteristics and often not thought of pertaining to positive ones. The superintendent sets the tone of the district and his or her affect trickles down into the classroom. How district personnel treat their administrators is very likely how the administrators will treat the teachers and consequently how the teachers will treat the

students. Positive affect starts at the top of an organizational pyramid, not the bottom. Districts may look to the language in their mission statement and include positive interactions between adults and adult-students.

Secondly, administrators need to be mindful of their behavior and treat their teachers as they want the students treated. Purposefully modeling positive affect to students in front of teachers demonstrates what is acceptable. The modeling of positive affect helps create a positive school environment where individuals feel emotionally safe.

Lastly, when looking for teacher affect in the classroom, look to the students. Student's body language and classroom engagement will help determine positive or negative teacher affect. Administrators will find frequent classroom visits are helpful to ascertain the climate of the classroom.

To accomplish the aforementioned goals the educational community must start implementing teacher training programs. Introducing child development and child psychology classes back into teacher training programs would be beneficial for future educators to understand the students they are about to teach (Hoy, 2000). Developing a strong focus on the importance of teacher-student relationships for future educators is as important as teaching instructional strategies. Sharing the biological, emotional, and social consequences of students who have experienced negative teacher affect would be an important aspect of their training. Just as important is sharing the positive growth a student can have when in an emotionally healthy environment and developing a healthy attachment with their teacher. Training new teachers in communication models, such as PCM, would assist them in reflecting on their own needs and their student's needs from the very beginning of their career (Gilbert, 2014).

At a district level, it would be beneficial for all employees be trained in a communication model such as PCM (Gilbert, 2014). Understanding individual personalities and how best to communicate with them would benefit in giving any type of feedback. Understanding how various personalities display certain characteristics when in distress would be helpful in providing support within the district. Districts can develop positive modeling as a priority for the district by educating staff not only with a communication model type training, but also creating expectations for administration. Administrators should be sought who understand the need for a positive school environment and positive modeling for staff. A hiring criteria would need to be developed, which would include interview questions to find out the applicant's knowledge in this area. Interviews that include scenarios in which the applicant comments on selected situations will help the district intentionally place administrators who model positive affect.

Additionally, being specific on what positive affect looks like and how it will be measured would need to be developed. The district researched has an online confidential survey at the end of the year for each school. The teachers answer questions regarding their administrators and the responses are addressed by the administrators before the year ends. Goals are developed on how they will address areas of weakness. A district might consider something similar to this strategy where teachers have a voice as to how administration is conducting themselves throughout the year. Certain expectations would need to be clearly laid out for all administrators regarding daily informal observations. Administrators should be encouraged to be in classrooms as much as possible and out with students as much as possible, interacting with students during lunchtime and recess.

Professional Development would need to be carefully chosen and implemented with what has been proven successful in previous research. Again, a communication model such as PCM has been proven to be successful for all district employees (Gilbert, 1992). When looking to professional development for staff it would be important to include the element of peer coaching to encourage the learning to reach the classroom (Joyce & Showers, 2002). One effective way to address teacher affect is to present scenarios to teachers and administrators. Showing them different responses to student actions and the various results might be more effective in transferring positive behavior to the classroom.

Limitations

The data collected for the present study was conducted at one district and only included middle school participants. In addition, the school district was considered to be high achieving and located in an affluent area. For findings to be generalizable, additional data from various grade levels and schools with a more diverse population would be needed. The district is also considered small and uses collaboration among leadership rather than training to recognize and respond to teacher affect. A larger district may not find this method successful. In addition, I was part of the district and familiar with many of the participants and am very committed to the study of negative teacher affect, which may have led to a bias in data analysis.

Future Research

Continued research into teacher affect is needed. Participants of the present study suggested negative affect was more present at the high school level. Research including

high school and elementary grades would be beneficial. In addition, adding the voice of students in the research would be insightful. Interviewing students and creating focus groups to discuss what students define as a positive classroom environment. Students can also be queried as to what helps them develop more positive relationships with some teachers over others. These answers, compared to teacher responses, would help understand if a disconnect exists between what students experience as negative affect and what teachers consider negative affect to be.

Conclusion

Currently, as the educational system in America is going through vast changes, negative teacher affect is starting to be addressed. My experience was that the district was eager to examine how they might improve in this area. Not all researchers have had this experience with school districts (Hyman, 1995) and it is possible the school district was more open to examine this issue because of the importance it placed on positive school climate. As many administrators brought out, negative teacher affect is not a comfortable subject to talk about. My thought is that education is a stressful and exhausting job and society is protective of teachers due to this. Research reviewed suggested it was due to the authoritative role teachers' play in society (Piskin et al, 2014). Whatever the reason my purpose was not to suggest that all teachers have negative affect, but to shed light that it does exist and how best to address negative affect in the classroom.

Education can be challenging, life can be difficult, and we do not know what our students are experiencing when they go home after school. It is possible they do not have the loving supportive family that we hope they have. As educators we need to be that bright light in their day and make whatever they are experiencing elsewhere a little

easier. As one administrator shared, we need to put joy back in school, put laughter, and happiness in the day. Academic demands are important, but cannot be achieved unless the emotional health of the child is addressed first and foremost. All children have the right to feel safe, secure, and comfortable in their classroom.

Children enjoy the same benefits as adults in a democratic country and are protected by the same constitutional rights. Students who experience maltreatment on a daily basis in a public school system are having these rights violated. Reform and education are needed for change, but the first step is to acknowledge the presence of negative teacher affect. The present research study while examining a difficult subject, demonstrated positive findings for the educational world. Rosa Parks (1913-2005) stated it so purely, “Each person must live their life as a model for others.”

APPENDIX A

Associate Superintendent of Human Resources Interview Protocol

Researcher Copy

Researcher: Thank you for agreeing to this interview. The purpose of the research is to explore how administrators recognize and take action in response to teacher affect in the classroom. Teacher affect might be an unfamiliar term to you so I have written down the definition and provided some positive and negative examples.

Before we review that together I would like to see if you have any questions regarding the consent forms you signed? I would also like to inform you that all interview data will be kept confidential and you will be given the opportunity to review sections of the written document that involve you before any publishing of the data. You may stop the interview at any time and withdraw from the study. If you choose to do so any data collected will be destroyed. You may also choose not to answer any question.

Are you comfortable to begin?

Let's review the definition of teacher affect before we start. If you look at your handout we can read it over together.

Teacher Affect. A teacher's emotional behavior with students, including attitude, teacher-student relationship, and verbal and non-verbal communication.

- *Examples of Positive Affect.*
 - Smiling, laughter, a show of respect, sensitivity to the needs of their students, positive rapport with students, supportive, encouraging a sense of belonging, positive non-verbal communication (e.g. smiling, nodding, thumbs-up), and other

behaviors that give the student a sense of belonging and safe haven for learning.

- *Examples of Negative Affect.*
 - Yelling at students, mocking, making fun of, name-calling due to race or ability, negative putdowns and comparisons with other students, threats, shaming, cursing, refusing use of restroom, and other behaviors that humiliate the student as demonstrated by an imbalance of power.

Do you have any questions about the definition?

Let's begin with question number one.

Questions

1. How long have you been Associate Superintendent of Human Resources?
2. What other positions have you held in the educational field?
3. What is your level of education?
4. What are some examples of teacher behaviors that would be concerning to you that would represent negative teacher affect?
5. Are you aware of past trainings that have been provided for teachers and/or administrators related to teacher affect? Would you describe the training?
6. How often do administrators receive professional development training?
7. How are decisions made as to the topic of professional development training?
8. How are administrators prepared to evaluate teacher affect in the classroom?
9. Is teacher affect included in any of administrator training?

10. Does the district have a protocol in place for administrators to follow if there are concerns regarding teacher affect? What support is given to administrators if there are concerns?
11. What are examples of steps you would suggest administrators to take to support the teacher?
12. Do school safety plans include any content regarding adult-to-student bullying or use any another term to reflect negative adult-to-student interactions?
13. How do you see positive teacher affect encouraged in the classroom within your district?
14. Do you see negative teacher affect as a problem within the U.S. schools? If so, what suggestions do you have for educational organizations?

APPENDIX B

Principal Interview Protocol

Researcher Copy

Researcher: Thank you for agreeing to this interview. The purpose of the research is to explore how administrators recognize and take action in response to teacher affect in the classroom. Teacher affect might be an unfamiliar term to you so I have written down the definition and provided some positive and negative examples.

Before we review that together I would like to see if you have any questions regarding the consent forms you signed? I would also like to inform you that all interview data will be kept confidential. You may stop the interview at any time and withdraw from the study. If you choose to do so any data collected will be destroyed. You may also choose not to answer any question.

Are you comfortable to begin?

Let's review the definition of teacher affect before we start. If you look at your handout we can read it over together.

Teacher Affect. A teacher's emotional behavior with students, including attitude, teacher-student relationship, and verbal and non-verbal communication.

- *Examples of Positive Affect.*
 - Smiling, laughter, a show of respect, sensitivity to the needs of their students, positive rapport with students, supportive, encouraging a sense of belonging, positive non-verbal communication (e.g. smiling, nodding, thumps-up), and other

behaviors that give the student a sense of belonging and safe haven for learning.

- *Examples of Negative Affect.*
 - Yelling at students, mocking, making fun of, name-calling due to race or ability, negative putdowns and comparisons with other students, threats, shaming, cursing, refusing use of restroom, and other behaviors that humiliate the student as demonstrated by an imbalance of power.

Do you have any questions about the definition?

Let's begin with question number one.

Questions

1. How long have you been a principal? How long were you an assistant principal?
What grades have you been an administrator for?
2. How long were you a teacher? What grades and subjects?
3. What is your level of education?
4. What are examples of teacher behaviors that would be concerning to you that would represent negative teacher affect?
5. Are you aware of past trainings that have been provided for teachers and/or administrators related to teacher affect? Would you describe the training?
6. What are some of the ways you recognize positive or negative teacher affect in the classroom?

7. If you see negative teacher affect demonstrated, what are examples of steps you take to support the teacher?
8. Have the district administrators been given any guidelines regarding how to handle negative teacher affect? If so, would you share what they are?
9. Do you give any specific guidance to your assistance principal regarding teacher affect?
10. Does any part of your teacher evaluation process include teacher affect? Can you provide an example of what would be considered evaluation of teacher affect?
11. Does your school safety plan include any content regarding adult-to-student bullying or use any another term to reflect negative adult-to-student interactions?
12. How do you encourage positive teacher affect in the classroom?
13. Do you see negative teacher affect as a problem within the U.S. schools? If so, what suggestions do you have for educational organizations?

APPENDIX C

Assistant Principal Interview Protocol

Researcher Copy

Researcher: Thank you for agreeing to this interview. The purpose of the research is to explore how administrators recognize and take action in response to teacher affect in the classroom. Teacher affect might be an unfamiliar term to you so I have written down the definition and provided some positive and negative examples.

Before we review that together I would like to see if you have any questions regarding the consent forms you signed? I would also like to inform you that all interview data will be kept confidential. You may stop the interview at any time and withdraw from the study. If you choose to do so any data collected will be destroyed. You may also choose not to answer any question.

Are you comfortable to begin?

Let's review the definition of teacher affect before we start. If you look at your handout we can read it over together.

Teacher Affect. A teacher's emotional behavior with students, including attitude, teacher-student relationship, and verbal and non-verbal communication.

- *Examples of Positive Affect.*
 - Smiling, laughter, a show of respect, sensitivity to the needs of their students, positive rapport with students, supportive, encouraging a sense of belonging, positive non-verbal communication (e.g. smiling, nodding, thumps-up), and other

behaviors that give the student a sense of belonging and safe haven for learning.

- *Examples of Negative Affect.*
 - Yelling at students, mocking, making fun of, name-calling due to race or ability, negative putdowns and comparisons with other students, threats, shaming, cursing, refusing use of restroom, and other behaviors that humiliate the student as demonstrated by an imbalance of power.

Do you have any questions about the definition?

Let's begin with question number one.

Questions

1. How long have you been an assistant principal? How long were you a teacher?
What grades and subjects?
2. What is your level of education? Do you have a clear credential?
3. What are examples of teacher behaviors that would be concerning to you, representing negative teacher affect?
4. Are you aware of past training that has been provided teachers and/or administrators relate to teacher affect? Could you describe the training?
5. What are some of the ways you recognize positive or negative teacher affect in the classroom?
6. If you see negative teacher affect demonstrated, what are examples of steps you take to support the teacher?

7. Has the district administrators been given any guidelines regarding how to handle negative teacher affect? If so, can you share what they are?
8. Has your supervising principal give you specific guidance regarding teacher affect?
9. Does any part of your teacher evaluation process include teacher affect? Can you provide an example of what would be considered evaluation of teacher affect?
10. Does your school safety plan include any content regarding adult-to-student bullying or use any another term to reflect negative adult-to-student interactions?
11. How do you encourage positive teacher affect in the classroom?
12. Do you see negative teacher affect as a problem within the U.S. schools? If so, what suggestions do you have for educational organizations?

APPENDIX D

Teacher Interview Protocol

Researcher Copy

Researcher: Thank you for agreeing to this interview. The purpose of the research is to explore how administrators recognize and take action in response to teacher affect in the classroom. Teacher affect might be an unfamiliar term to you so I have written down the definition and provided some positive and negative examples.

Before we review that together I would like to see if you have any questions regarding the consent forms you signed? I would also like to inform you that all interview data will be kept confidential. You may stop the interview at any time and withdraw from the study. If you choose to do so any data collected will be destroyed. You may also choose not to answer any question.

Are you comfortable to begin?

Let's review the definition of teacher affect before we start. If you look at your handout we can read it over together.

Teacher Affect. A teacher's emotional behavior with students, including attitude, teacher-student relationship, and verbal and non-verbal communication.

- *Examples of Positive Affect.*
 - Smiling, laughter, a show of respect, sensitivity to the needs of their students, positive rapport with students, supportive, encouraging a sense of belonging, positive non-verbal communication (e.g. smiling, nodding, thumps-up), and other

behaviors that give the student a sense of belonging and safe haven for learning.

- *Examples of Negative Affect.*
 - Yelling at students, mocking, making fun of, name-calling due to race or ability, negative putdowns and comparisons with other students, threats, shaming, cursing, refusing use of restroom, and other behaviors that humiliate the student as demonstrated by an imbalance of power.

Do you have any questions about the definition?

Let's begin with question number one.

Questions

1. How long have you been teaching? What grades and subjects?
2. What is your level of education? Do you have a clear credential?
3. When was your last district evaluation?
 - a. Was it at your present school?
4. Without giving personal details of your evaluation, would you share the evaluation process?
 - a. How many times a year were you evaluated?
 - b. Can you tell me about the observations?
5. Was teacher affect or teacher-student relationships part of the evaluation process?
 - a. How were you informed regarding the focus of the evaluation?

- b. If it was not part of the process, where do you see it could have been added?
6. How often does an administrator visit your classroom?
 - a. Do you receive feedback after the visits?
 - b. Has the feedback ever included anything to encourage positive teacher affect, positive teacher-student relationships, or positive classroom environment?
7. What would you say is the main focus of administration for teachers?
 - a. Have you had different experiences at various teaching locations?
8. How do your administrators encourage positive teacher affect, positive teacher-student relationships, or positive classroom environment? Can you give examples?
 - a. If not, what are some ways that you think they might encourage teachers?
9. Have any teacher training days included the topic of positive teacher affect, positive teacher-student relationships, or positive classroom environment?
 - a. What would you find helpful from your administration regarding this topic?
10. Do you see negative teacher affect as a problem within the U.S. schools? If so, what suggestions do you have for educational organizations?

APPENDIX E

Consent Form

University of California, San Diego
Consent to Act as a Research Subject
How School Administrators Respond to Teacher Affect

Rebecca McQuestion, M.Ed. is conducting a research study to find out more about how administrators respond to teacher affect. You have been asked to participate in this study because you work at the middle schools participating in the study. There will be approximately 17 participants in this study.

The purpose of this study is to answer the research question, how do administrators recognize and remediate negative teacher affect in the classroom?

If you agree to be in this study, the following will happen to you:

I will conduct interviews during April-June 2015 and during this time I will also conduct classroom observations with administrators. Interviews will be 45-60 minutes in length and any debrief time needed after. Observations will be less than 30 minutes in duration.

Risks and Inconveniences: There are minimal risks to participating in this study. The time of the interview or observation and any time required for debrief after may lead to fatigue or boredom. Discomfort from questions, audio recording, and length of study may occur. In addition, there may be some unforeseeable risks. As a researcher, I keep extensive notes during and after observations, which creates a potential for breach of confidentiality. The interviews will be audio recorded and later transcribed verbatim.

Under California law, we must report information about known or reasonably suspected incidents of abuse or neglect of a child, dependent adult or elder including physical, sexual, emotional, and financial abuse or neglect. If any investigator has or is given such information, he or she may be required to report such information to the appropriate authorities.

Voluntary Participation: Your participation is entirely voluntary, and may be withdrawn by you at any time. There are no consequences if you decide not to participate. You will be told if any important new information is found during the course of this study that may affect your wanting to continue. The alternative to participation in this study is not to participate.

Benefits: Although your participation in the research component of this study will yield minimal or no direct benefits to you – save the potential for the professional learning from opportunities to debrief teaching efforts, I believe that the study has the potential to greatly inform educational professionals working to create healthy learners.

There will be no cost to you for participating in this study.

Rebecca McQuestion has explained this study to you and answered your questions. If you have other questions or research-related problems, you may reach Rebecca McQuestion at 760-445-0998.

You may call the Human Research Protections Program Office at (858) 657-5100 to inquire about your rights as a research subject or to report research-related problems.

You have received a copy of this consent document.

You agree to participate.

Subject's signature

Date

APPENDIX F

Audio Recording Consent Form

UNIVERSITY OF CALIFORNIA, SAN DIEGO

AUDIO RECORDING RELEASE CONSENT FORM

As part of this project, an audio recording will be made of you during your participation in this research project. Please indicate below the uses of these audio recordings to which you are willing to consent. This is completely voluntary and up to you. In any use of the audio recording, your name will not be identified. You may request to stop the recording at any time or to erase any portion of your recording.

- 1. The audio recording can be studied by the research team for use in the research project. _____ Initials
- 2. The audio recording can be used for scientific publications. _____ Initials
- 3. The audio recording can be reviewed at meetings of scientists interested in the study of How School Administrators Respond to Teacher Affect _____ Initials
- 4. The audio recording can be reviewed in classrooms to students. _____ Initials
- 5. The audio recording can be reviewed in public presentations to non-scientific groups _____ Initials
- 6. The audio recording can be used on television and radio. _____ Initials

You have the right to request that the recording be stopped or erased in full or in part at any time.

You have read the above description and give your consent for the use of audio recording as indicated above.

Signature Date Witness Date

APPENDIX G

Correlation between interview questions and research questions

Associate Superintendent of Human Resources

Interview Question	Research Question
1-3. Demographics	
4. What are some examples of teacher behaviors that would be concerning to you that would represent negative teacher affect?	What do educators consider to be negative teacher affect with students?
5. Are you aware of past trainings that have been provided for teachers and/or administrators related to teacher affect? Would you describe the training?	What trainings are available to educators that include the topic of teacher affect?
6. How often do administrators receive professional development training?	What trainings are available to educators that include the topic of teacher affect?
7. How are decisions made as to the topic of professional development training?	What trainings are available to educators that include the topic of teacher affect?
8. How are administrators prepared to evaluate teacher affect in the classroom?	What trainings are available to educators that include the topic of teacher affect?
9. Is teacher affect included in any administrator training	What trainings are available to educators that include the topic of teacher affect?
10. Does the district have a protocol in place for administrators to follow if there are concerns regarding teacher affect? What support is given to administrators if there are concerns?	What steps are taken when negative teacher affect is recognized?
11. What are examples of steps you would suggest administrators to take to support the teacher?	What steps are taken when negative teacher affect is recognized?
12. Do school safety plans include any content regarding adult-to-student interactions?	How do administrators recognize and respond to teacher affect in the classroom?
13. How do you see positive teacher affect encouraged in the classroom within your district?	How do administrators encourage a positive teacher affect in the classroom?
14. Do you see negative teacher affect as a problem within U.S. schools? If so, what suggestions do you have for educational organizations?	How do administrators recognize and respond to teacher affect in the classroom?

Principals

Interview Question	Research Question
1-3. Demographics	
4. What are examples of teacher behaviors that would be concerning to you that would represent negative teacher affect?	What do educators consider to be negative teacher affect with students?
5. Are you aware of past trainings that have been provided for teachers and/or administrators related to teacher affect? Would you describe the training?	What trainings are available to educators that include the topic of teacher affect?
6. What are some of the ways you recognize positive or negative teacher affect in the classroom?	How do administrators recognize and respond to teacher affect in the classroom?
7. If you see negative teacher affect demonstrated, what are examples of steps you take to support the teacher?	What steps are taken when negative teacher affect recognized?
8. Have the district administrators been given any guidelines regarding how to handle negative teacher affect? If so, would you share what they are?	What steps are taken when negative teacher affect recognized?
9. Do you give any specific guidance to your assistance principal regarding teacher affect?	What trainings are available to educators that include the topic of teacher affect?
10. Does any part of your teacher evaluation process include teacher affect? Can you provide an example of what would be considered evaluation of teacher affect?	How do administrators recognize and respond to teacher affect in the classroom?
11. Does your school safety plan include any content regarding adult-to-student bullying or use any other term to reflect negative adult-to-student interactions?	What steps are taken when negative teacher affect recognized?
12. How do you encourage positive teacher affect in the classrooms?	How do administrators encourage a positive teacher affect in the classroom?
13. Do you see negative teacher affect as a problem within U.S. schools? If so, what suggestions do you have for educational organizations?	How do administrators recognize and respond to teacher affect in the classroom?

Assistant Principals

Interview Question	Research Question
1-3. Demographics	
4. What are examples of teacher behaviors that would be concerning to you that would represent negative teacher affect?	What do educators consider to be negative teacher affect with students?
5. Are you aware of past trainings that have been provided for teachers and/or administrators related to teacher affect? Would you describe the training?	What trainings are available to educators that include the topic of teacher affect?
6. What are some of the ways you recognize positive or negative teacher affect in the classroom?	How do administrators recognize and respond to teacher affect in the classroom?
7. If you see negative teacher affect demonstrated, what are examples of steps you take to support the teacher?	What steps are taken when negative teacher affect is recognized?
8. Have the district administrators been given any guidelines regarding how to handle negative teacher affect? If so, would you share what they are?	What steps are taken when negative teacher affect is recognized?
9. Has your supervising principal given you specific guidance regarding teacher affect?	What trainings are available to educators that include the topic of teacher affect?
10. Does any part of your teacher evaluation process include teacher affect? Can you provide an example of what would be considered evaluation of teacher affect?	How do administrators recognize and respond to teacher affect in the classroom?
11. Does your school safety plan include any content regarding adult-to-student bullying or use any other term to reflect negative adult-to-student interactions?	What steps are taken when negative teacher affect is recognized?
12. How do you encourage positive teacher affect in the classrooms?	How do administrators encourage a positive teacher affect in the classroom?
13. Do you see negative teacher affect as a problem within U.S. schools? If so, what suggestions do you have for educational organizations?	How do administrators recognize and respond to teacher affect in the classroom?

Teachers

Interview Question	Research Question
1-3. Demographics	
4. Without giving personal details of your evaluation, would you mind sharing the evaluation process?	How do administrators recognize and respond to teacher affect in the classroom?
5. Was teacher affect or teacher-student relationships part of the evaluation process?	How do administrators recognize and respond to teacher affect in the classroom?
6. How often does an administrator visit your classroom?	How do administrators recognize and respond to teacher affect in the classroom?
7. What would you say is the main focus of administration presently for teachers?	What trainings are available to educators that include the topic of teacher affect?
8. How do your administrators encourage positive teacher affect, positive teacher-student relationships, or positive classroom environment? Can you give examples?	How do administrators encourage a positive teacher affect in the classroom?
9. Have any teacher training days included the topic of positive teacher affect, positive teacher-student relationships, or positive classroom environment?	What trainings are available to educators that include the topic of teacher affect?
10. Do you see negative teacher affect as a problem within U.S. schools? If so, what suggestions do you have for educational organizations?	How do administrators recognize and respond to teacher affect in the classroom?

APPENDIX H

Associate Superintendent of Human Resources Interview Protocol

Participant Copy

Definitions

- *Teacher Affect.* A teacher's emotional behavior with students, including attitude, teacher-student relationship, and verbal and non-verbal communication.
 - *Examples of Positive Affect.*
 - Smiling, laughter, a show of respect, sensitivity to the needs of their students, positive rapport with students, supportive, encouraging a sense of belonging, positive non-verbal communication (e.g. smiling, nodding, thumbs-up), and other behaviors that give the student a sense of belonging and safe haven for learning.
 - *Examples of Negative Affect.*
 - Yelling at students, mocking, making fun of, name-calling due to race or ability, negative putdowns and comparisons with other students, threats, shaming, cursing, refusing use of restroom, and other behaviors that humiliate the student as demonstrated by an imbalance of power.

Questions

1. How long have you been Associate Superintendent of Human Resources?
2. What other positions have you held in the educational field?

3. What is your level of education?
4. What are some examples of teacher behaviors that would be concerning to you that would represent negative teacher affect?
5. Are you aware of past trainings that have been provided for teachers and/or administrators related to teacher affect? Would you describe the training?
6. How often do administrators receive professional development training?
7. How are decisions made as to the topic of professional development training?
8. How are administrators prepared to evaluate teacher affect in the classroom?
9. Is teacher affect included in any of administrator training?
10. Does the district have a protocol in place for administrators to follow if there are concerns regarding teacher affect? What support is given to administrators if there are concerns?
11. What are examples of steps you would suggest administrators to take to support the teacher?
12. Do school safety plans include any content regarding adult-to-student bullying or use any another term to reflect negative adult-to-student interactions?
13. How do you see positive teacher affect encouraged in the classroom within your district?
14. Do you see negative teacher affect as a problem within the U.S. schools? If so, what suggestions do you have for educational organizations?

APPENDIX I

Principal Interview Protocol

Participant Copy

Definitions

- *Teacher Affect.* A teacher's emotional behavior with students, including attitude, teacher-student relationship, and verbal and non-verbal communication.
 - *Examples of Positive Affect.*
 - Smiling, laughter, a show of respect, sensitivity to the needs of their students, positive rapport with students, supportive, encouraging a sense of belonging, positive non-verbal communication (e.g. smiling, nodding, thumbs-up), and other behaviors that give the student a sense of belonging and safe haven for learning.
 - *Examples of Negative Affect.*
 - Yelling at students, mocking, making fun of, name-calling due to race or ability, negative putdowns and comparisons with other students, threats, shaming, cursing, refusing use of restroom, and other behaviors that humiliate the student as demonstrated by an imbalance of power.

Questions

1. How long have you been a principal? How long were you an assistant principal?
What grades have you been an administrator for?

2. How long were you a teacher? What grades and subjects?
3. What is your level of education?
4. What are examples of teacher behaviors that would be concerning to you that would represent negative teacher affect?
5. Are you aware of past trainings that have been provided for teachers and/or administrators related to teacher affect? Would you describe the training?
6. What are some of the ways you recognize positive or negative teacher affect in the classroom?
7. If you see negative teacher affect demonstrated, what are examples of steps you take to support the teacher?
8. Have the district administrators been given any guidelines regarding how to handle negative teacher affect? If so, would you share what they are?
9. Do you give any specific guidance to your assistance principal regarding teacher affect?
10. Does any part of your teacher evaluation process include teacher affect? Can you provide an example of what would be considered evaluation of teacher affect?
11. Does your school safety plan include any content regarding adult-to-student bullying or use any another term to reflect negative adult-to-student interactions?
12. How do you encourage positive teacher affect in the classroom?
13. Do you see negative teacher affect as a problem within the U.S. schools? If so, what suggestions do you have for educational organizations?

APPENDIX J

Assistant Principal Interview Protocol

Participant Copy

Definitions

- *Teacher Affect.* A teacher's emotional behavior with students, including attitude, teacher-student relationship, and verbal and non-verbal communication.
 - *Examples of Positive Affect.*
 - Smiling, laughter, a show of respect, sensitivity to the needs of their students, positive rapport with students, supportive, encouraging a sense of belonging, positive non-verbal communication (e.g. smiling, nodding, thumbs-up), and other behaviors that give the student a sense of belonging and safe haven for learning.
 - *Examples of Negative Affect.*
 - Yelling at students, mocking, making fun of, name-calling due to race or ability, negative putdowns and comparisons with other students, threats, shaming, cursing, refusing use of restroom, and other behaviors that humiliate the student as demonstrated by an imbalance of power.

Questions

1. How long have you been an assistant principal? How long were you a teacher?
2. What grades and subjects?

3. What is your level of education? Do you have a clear credential?
4. What are some examples of teacher behaviors that would be concerning to you that would represent negative teacher affect?
5. Are you aware of any past training that has been provided teachers and/or administrators relating to teacher affect? Could you describe the training?
6. What are some of the ways you recognize positive or negative teacher affect in the classroom?
7. If you see negative teacher affect demonstrated, what are examples of steps you take to support the teacher?
8. Has the district administrators been given any guidelines regarding how to handle negative teacher affect? If so, can you share what they are?
9. Has your supervising principal given you specific guidance regarding teacher affect?
10. Does any part of your teacher evaluation process include teacher affect? Can you provide an example of what would be considered evaluation of teacher affect?
11. Does your school safety plan include any content regarding adult-to-student bullying or use any another term to reflect negative adult-to-student interactions?
12. How do you encourage positive teacher affect in the classroom?
13. Do you see negative teacher affect as a problem within the U.S. schools? If so, what suggestions do you have for educational organizations?

APPENDIX K

Teacher Interview Protocol

Participant Copy

Definitions

- *Teacher Affect.* A teacher's emotional behavior with students, including attitude, teacher-student relationship, and verbal and non-verbal communication.
 - *Examples of Positive Affect.*
 - Smiling, laughter, a show of respect, sensitivity to the needs of their students, positive rapport with students, supportive, encouraging a sense of belonging, positive non-verbal communication (e.g. smiling, nodding, thumbs-up), and other behaviors that give the student a sense of belonging and safe haven for learning.
 - *Examples of Negative Affect.*
 - Yelling at students, mocking, making fun of, name-calling due to race or ability, negative putdowns and comparisons with other students, threats, shaming, cursing, refusing use of restroom, and other behaviors that humiliate the student as demonstrated by an imbalance of power.

Questions

1. How long have you been teaching? What grades and subjects?
2. What is your level of education? Do you have a clear credential?

3. When was your last district evaluation?
4. Without giving personal details of your evaluation, would you mind sharing the evaluation process?
5. Was teacher affect or teacher-student relationships part of the evaluation process?
6. How often does an administrator visit your classroom?
7. What would you say is the main focus of administration presently for teachers?
8. How do your administrators encourage positive teacher affect, positive teacher-student relationships, or positive classroom environment? Can you give examples?
9. Have any teacher training days included the topic of positive teacher affect, positive teacher-student relationships, or positive classroom environment?
10. Do you see negative teacher affect as a problem within the U.S. schools? If so, what suggestions do you have for educational organizations?

APPENDIX L

Administrator Recruitment Email

Dear School Administrator,

I am a student in the joint doctoral program at California State University San Marcos (CSUSM) and University of California, San Diego (UCSD). As part of my program I will be completing a research study on how administrators respond to teacher affect. The purpose of the study is to better understand how teachers and administrators can work together to create a positive learning environment for all students. To do this, I plan to interview principals and assistant principals at the middle school level in our district.

If you choose to participate in this study, you will be interviewed individually. You may choose the time and location that is best convenient for you. The interview will have a conversational style and will last approximately 45-60 minutes.

All data will be confidential and cannot be traced back to participants. Your participation is completely voluntary and you may withdraw from the study at any time.

Please email me or call me at (760) 445-0998 for more information or to arrange a meeting. Thank you in advance for assisting me in furthering our knowledge in the educational community!

Appreciatively,

Rebecca McQuestion, M.Ed.

APPENDIX M

Teacher Recruitment Email

Dear Educator,

I am a student in the joint doctoral program at California State University San Marcos (CSUSM) and University of California, San Diego (UCSD). As part of my program I will be completing a research study on how administrators respond to teacher affect. The purpose of the study is to better understand how teachers and administrators can work together to create a positive learning environment for all students. To do this, I plan to interview principals and assistant principals at the middle school level in our district. In addition, I would like to interview two teachers from each middle school site to gain their input and insight.

If you choose to participate in this study, you will be interviewed individually. You may choose the time and location that is best convenient for you. The interview will have a conversational style and will last approximately 45-60 minutes.

All data will be confidential and cannot be traced back to participants. Your participation is completely voluntary and you may withdraw from the study at any time.

Please email me or call me at (760) 445-0998 for more information or to arrange a meeting. Thank you in advance for assisting me in furthering our knowledge in the educational community!

Appreciatively,

Rebecca McQuestion, M.Ed.

APPENDIX N

Associate Superintendent of Human Resources Recruitment Email

Dear Superintendent of Human Resources,

I am a student in the joint doctoral program at California State University San Marcos (CSUSM) and University of California, San Diego (UCSD). As part of my program I will be completing a research study on how administrators respond to teacher affect. The purpose of the study is to better understand how teachers and administrators can work together to create a positive learning environment for all students. To do this, I plan to interview principals and assistant principals at the middle school level in our district. In addition, I would like to interview you, as Superintendent of Human Resources of the District.

If you choose to participate in this study, you will be interviewed individually. You may choose the time and location that is best convenient for you. The interview will have a conversational style and will last approximately 45-60 minutes.

All data will be confidential and you will be given the opportunity to review sections of the written document that involve you before any publishing of the data. Your participation is completing voluntary and you may withdraw from the study at any time.

Please email me or call me at (760) 445-0998 for more information or to arrange a meeting. Thank you in advance for assisting me in furthering our knowledge in the educational community!

Appreciatively,

Rebecca McQuestion, M.Ed.

APPENDIX O

Observation Protocol

Observations will be accompanied with administrators as they conduct classroom visits.

Researcher will be a non-participating observer.

Fieldnotes will be taken during classroom visits.

Fieldnotes Focus

- Teacher affect during instruction.
 - Verbal and non-verbal communication
- Teacher discussions
- Classroom environment

Administrator's interactions with teacher

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