Disproportionate Disciplinary Outcomes for African American Males: How Teacher

Beliefs Impact the Point of Entry into the Disciplinary System

By

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DEDICATION

My children, Mary, Anna, Kathryn, Edward, and Andrew, have been my greatest

champions throughout this journey toward a lifelong dream. Without their love and

support, I could never have achieved this ultimate personal and professional goal. I

dedicate this work to them and to Ed, who would have been so proud, to my late father,

Wesley, and my mother, Anna. Your belief in me has been the foundation that has

enabled me to complete this work.

Abstract

This research study, utilizing Q Methodology, supplements understanding the subjective

perspective of secondary urban educators regarding disciplinary practices in their

classrooms. The mixed methods' approach extracts two distinct viewpoints, the

Relationship Builders and the *Confident Pragmatic.* The *Relationship Builders* indicates

that race had no impact on the decision to remove a student from the classroom for

misbehavior. However, intentions are misaligned with decisions and actions, suggesting

implicit bias infiltrates desired outcomes. The impact of teacher beliefs on outcomes for

African American males are revealed to be significant. Implications for teacher

preparation and on-going professional development suggest that engaging the emotional

intelligence can align intention with practice, altering the trajectory for males of color.

Keywords: disproportionate, race, teacher beliefs, discipline

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Chapter 1

The experience of African American males in schools is often significantly different from that of other students. The preponderance of evidence describes a disproportionate opportunity to be excluded from the classroom and to achieve negative outcomes overall (Skiba, Arrendondo, & Williams, 2014). Research illustrates that African American males are three times more likely to be suspended from school than other students, and thus, their academic performance is adversely impacted (Fenning & Rose, 2007; Lewis, Bonner, Butler, & Joubert, 2010).

Historically, the disproportionality that Black males experience has been problematic and existed even before the implementation of exclusionary policies (Taylor & Foster, 1986). However, the introduction of mandated expulsions certainly exacerbated a serious issue that has remained unaddressed in schools across the country. A purposeful analysis of educators' practices and an understanding of the root of the disproportionate results for African American males must be examined to eradicate this unfortunate phenomenon.

Background of the Problem

One of the deadliest school shootings in our nation's history occurred on April 20, 1999 at Columbine High School in Littleton, Colorado. It consumed the news reports when two students opened fire killing 13 people and injuring many others. The media frenzy that followed heightened an already fearful climate in the United States. The moral panic that ensued empowered the implementation of zero-tolerance policies, and support

for tough stands on violence in schools was applauded (Hong, Cho, Allen-Meares, & Espelage, 2011).

Later the same year, gang violence was recorded at a football game in Decatur, Illinois on September 17, 1999. A brawl of significant proportions erupted, prompting fierce reaction by the superintendent and the school board (Ladenson, 2011). The expulsion of seven African American students for two years was supported by the courts (Skiba, Michael, Nardo, & Peterson, 2002). The outrage of protestors was significant, yet the policies remained in place. This implementation of a zero-tolerance policy often went beyond the scope of the spirit of the law from which it emanated; however, not until years later would sufficient data force the issue of disproportionality and race (Martinez, 2009).

These incidents are only two of many that fueled the belief that violence was too prevalent in schools and a tough response was warranted. Legislators, motivated by constituents and lobbyist, pooled resources to introduce legislation that was promoted as necessary to address violence. The Gun-Free Schools Act of 1994 tied funding to the mandates delineated in this law that required states to develop policies. These policies demanded that students who possessed a firearm at school be expelled for a year and be reported to the authorities for criminal prosecution (Dunn, 2002). The implementation of the law resulted in states' interpretations that expanded the basic premise of the legislation and expanded the scope to include other school misbehaviors such as disrespect and physical altercations (Martinez, 2009).

This climate of fear during the 1980s and 1990s in the United States prompted the enactment of legislation. The bill was offered as a solution in the form of the Gun-Free Schools Act of 1994. However, it is clear that this legislation did not stop violence in or around schools. Local education agencies were compelled to develop policies that aligned with the specifications of the act. Unfortunately, zero-tolerance policies expanded to include school behaviors beyond gun violence (Livingston & Bruner, 2001), including truancy (Gage, Sugai, Lunde, & DeLoreto, 2013).

School shootings continued in the ensuing years with loss of life in locations across the country. Rampages occurred in Moses Lake, Washington (1996), Bethel, Arkansas (1997), Pearl, Mississippi (1997), West Paducah, Kentucky (1997), Santee, California (2001), Red Lake, Minnesota (2005), and Cleveland, Ohio (2007) (Rocque, 2012). Therefore, this rigid legislation did not solve the issue of school violence. In fact, school shootings, though not common, still occur today (Schildkraut & Hernandez, 2014). Most recently, the Washington Post reported that a White male descended on Parkland Marjory Stoneman Douglas High School with an AR-15 rifle, killing 17 people (Burch & Mazzei, 2018).

Another layer of safety precaution emerged in the form of School Resource Officers (SROs) that soon became prevalent in schools throughout America. Funding was provided through the federal programs associated with school safety, making it feasible for districts to afford this added expense (Weiler & Cray, 2011). The police presence became commonplace in many schools with the intention to provide a safer environment.

Ironically, not all students feel safer with the presence of police in the school. African Americans and students who are often the target of meanness by others reported

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that they did not feel safer (Theriot & Orme, 2016). Unfortunately, these officers have often been involved in school discipline that previously was handled by teachers and administrators (Bracey et al., 2013).

This criminalization of school behavior that did not meet the seriousness criteria as depicted in the original Gun-Free Schools Act of 1994 resulted in unintended consequences. As more and more students were leaving schools in handcuffs, concern among researchers and advocates of more contemporary forms of discipline rose (Skiba & Knesting, 2001; Weiler & Cary, 2011). Kenneth Stampp, a noted historian who studied the effects of slavery, coined the term School-to-Prison Pipeline (Smith, 2009). The term was rapidly embraced as research illuminated the disproportionate effects of zero-tolerance policies on African American youth, especially Black males.

Statement of the Problem

Recently, evidence has emerged that finds an association between the disparate outcomes for males of color and zero-tolerance policies (Curan, 2016; Heilbrun, Cornell, & Lovegrove, 2015; Skiba, Arredondo, & Williams, 2014). This racial disparity is also linked with the School-to-Prison Pipeline as the number of incarcerated Black males disproportionally exceeds the number of White males. The increased involvement of the police with school related behavior has been realized with the expansion of SROs and also contributed to this phenomenon (Owens, 2017).

Office referrals from classrooms often serve as the point of entry into school, and hence, criminal discipline. Inappropriate school behavior is often addressed with criminal consequences and the School-to-Prison Pipeline cultivates a direct path for males of color

to incarceration (Bracey et al., 2013). The teacher-student relationship is a significant component of any classroom, and the teacher's own bias can often cause a misinterpretation of student behavior, or an overreaction to the behavior. The nature of this relationship can have a profound impact on outcomes for African American males (Gregory & Weinstein, 2008). The potential to increase positive results for African American young men through relationship building with teachers that interrupts the exclusionary discipline practice is the impetus for this study.

Purpose of the Study

The purpose of this mixed-methods study was to understand the dynamics that exist in the classroom that lead to the removal of African American males at a disproportionate rate. The role of the classroom teacher holds great insight into what student behaviors motivate banishment from the learning environment and whether racial bias factors into the teacher's decision. Implications of the development of a teacher-student relationship that could interrupt the School-to-Prison Pipeline are a further arena of investigation.

Black males embody a different culture than the majority of teachers, who are White females, and thus, require varied strategies to engage in school (Allen, 2015). The focus of this study is to investigate the perceptions of teachers in urban high schools and whether bias, or a lack of cultural understanding, influence decisions that result in the removal of Black males from the classroom. The misbehaviors identified by teachers as warranting removal were analyzed to identify themes suggesting relationships may improve outcomes for African American males in the educational setting.

Significance of the Study

The School-to-Prison Pipeline is not just a myth; it is a reality for a disproportionate number of Black males. The literature has revealed a multitude of studies that substantiate the existence of this phenomenon and the adverse effects for these young men involved. Many ideas related to possible underlying issues have also been discussed and restorative justice practices suggested. The lack of analysis of the individual teacher practice and decision-making that initiates the point of entry into the discipline system warrants a closer examination.

Understanding how teachers view student behavior, rate levels of severity of offenses, and acknowledge possible personal bias in decision-making, has the potential to illuminate the barriers that impede the development of teacher-student relationships. These relationships have the power to interrupt the School-to-Prison Pipeline if they allow for greater tolerance and more effective management practices that prevent African American males from exclusion.

The cost of incarceration for non-violent offenders is $26,000 per year, and even greater for violent criminals. The United States spends in excess of $75 billion annually on corrections, most of which are incarcerations (Schmitt, Warner, & Gupta, 2010). Changing the outcomes for Black male students, who are disproportionately represented in prison, as well, can greatly impact the financial future of the country, but even more critically, change the lives of our young people of color. The significance of such impact on individuals, systems, and community cannot be ignored.

Primary Research Questions

Many situations that result in consequences of suspension and expulsion begin in the classroom setting. This researcher is interested in learning about the conditions that are prevalent in classrooms that contribute to this phenomenon of disparate discipline. This study seeks to answer the following research questions:

1. What are the behaviors exhibited by students that urban teachers identify as warranting removal from the classroom?

2. Do urban teachers acknowledge the disproportionality of suspensions and expulsions of African American males?

3. What strategies can be employed in the classroom to improve the student-teacher relationship with African American males?

4. In what ways do the beliefs of the classroom teacher impact the point of entry for Black males into the disciplinary system?

Research Design

The Q methodology research method is identified as an effective model to investigate the perceptions and ideas of particular collection of people (Watts & Stenner, 2012). This study relies on the implementation of this mixed-methods approach to appropriately address the primary research questions. Qualitative and quantitative methods provided the necessary tools to investigate the phenomenon of disproportionality in the discipline of Black males.

A concourse was initially compiled by the researcher emanating from personal conversations, personal experience, and review of pertinent literature. The composition of

the concourse reflected opinion statements related to the phenomenon (Paige & Morin, 2016). Survey monkey offered a convenient, electronic means to elicit responses from teachers at two urban high schools. The responses required participants only minutes to record so that the time expended did not cause respondents to feel overwhelmed (McKeown & Thomas, 2013).

Demographic information was secured using a system of coding that included gender, race, longevity of urban teaching, and age. Information about the participants was used in the final analysis of the Q-sort yet maintained the anonymity of each individual. This information will be helpful in the analysis phase of the research.

Q sample statements emerged from the concourse and were used to conduct the Q-sort. These statements were sorted by ten of the original respondents. Completed arrays were then compared by Q centroid factor analysis using PQ Method for Windows. Correlation of each Q- sort suggested shared patterns of understanding. Finally, varimax rotation was used for analysis since the viewpoints of the participants is of major interest.

Conceptual Framework

The change in school discipline that arose out of the federal mandates for zero-tolerance, and the adaptation of those mandates by states to include other school misbehaviors, resulted in changed outcomes for students. Most critically and adversely impacted were African American males. The literature indicates that these outcomes resulted in disparate discipline for young Black males. The increased potential for incarceration with the involvement of police in what was previously school discipline was realized.

The phenomenon of the School-to-Prison Pipeline emerged as a significant cause for concern as the disproportionality extended to the criminal justice system. Investigations into this phenomenon spurred intense demands for changes in the implementation of discipline in schools and the policies that supported exclusionary practice. It became obvious that a paradigm shift was required but questions remained about the legitimacy of racial implications of disciplinary action in schools.

A lacuna exists in the literature that fully examines the role that the classroom teachers play in Black males experiencing greater suspensions and/or expulsions. The conditions that existed in the classroom and in the school that contributed to the disparate outcomes have not been fully examined. The experiences of the individuals that make the initial decision to remove students from the classroom can bring reality to the events in a way that statistical data alone cannot. The use of Q methodology research method gives insight into those most significantly impacted and those who make decisions opening that point of entry into the disciplinary system.

Many urban teachers have chosen to teach in challenging schools to make a difference in the lives of children of color and poverty. However, others may be employed in such an environment because they have been unable to secure a position in a less demanding school. The literature indicates that a disproportionality exists in the exclusionary practices for African American males, and thus, critical race theory provides a lens to analyze the decisions made by classroom teachers.

Critical race theory segregates the manner in which race influences the relationships and interactions between students and teachers and students and administrators (DeMatthews, Carey, Olivarez, & Saeedi, 2017). Stereotypes and implicit

bias certainly provide an insight into such theory that examines the role of race in the discipline of African American youth, and Black males in particular.

Edwards (2016) presented the argument that racial disparity is a given, and such consequences of organizational practices that, whether intentional or not, create a climate of disproportionality. A racial threat framework, as described by Taylor (1998), inferred that when the population is primarily Black, the White population identifies African Americans as threatening. These stereotypes further illuminate the possibility that harsher punishments found in urban schools might be influenced by perception rather than reality.

Assumptions and Limitations of the Study

The assumption is made that participants have been honest and sincere in responses in the Q-sort. The temptation to answer according to what might be considered politically correct as opposed to what the participants actually believe can pose a possibility of outliers and disingenuous conclusions. However, the involvement of multiple respondents should mitigate skewed results.

The use of Q methodological research does not lend itself to generalizing the results to all parts of the population studied. The scope of the research limits the capacity to generalize these findings to the greater population since additional factors could influence the experiences of participants in different areas of the country.

The limitations could be mitigated in future research by expanding the geographical region and using a broader range of participants. The participants could be pulled from an anonymous pool of possible candidates; however, caution must be

exercised to ensure that each participant meets the necessary criteria for inclusion in the study.

Definition of Terms

Definitions are included to ensure a common language and understanding throughout this study. Terms not noted by a citation were constructed by the researcher.

Concourse – "In Q, the flow of communicability surrounding any topic is referred to as a concourse …and it is from this concourse that a sample of statements is subsequently drawn for administration in a Q-sort" (Brown, 1993, p. 95).

Disparate discipline – Certain students are consistently and more severely punished for the same behavior as others and the result is a statistical disproportional representation of a particular group (Skiba, 2013).

Q sample – Pulled from the concourse, these statements of opinion are used as the tool to conduct the Q-sort (Brown, 1993).

Q-sort- The participants rank order the Q sample from most to least agree (Brown, 1993).

School Resource Officer (SRO) – A police officer who serves a school district provided by an outside agency with the main purpose to maintain order and safety within the school (McKenna, Martinez-Prather, & Bowman, 2016).

School-to-Prison Pipeline – "The School-to-Prison Pipeline is a social phenomenon where students become formally involved with the criminal justice system as a result of school policies that use law enforcement, rather than discipline, to address behavioral problems" (Owens, 2017, p. 11).

Summary

The research study was arranged by chapters to address specific components of the study. The first chapter provided an introduction that included the background and statement of the problem, the significance of the study, primary research questions, research design, conceptual framework, assumptions and limitations, and definition of terms.

Chapter Two presents an overview of the literature review investigating the disproportionality of discipline of African American males, the history of the inception of the School-to-Prison Pipeline, the unintended consequences of zero-tolerance policies, and the negative outcomes for males of color. The research cited implies that this shift in policies in the United States led to a higher rate of discipline and incarceration for Black males. The analysis of this research identified a gap that led to specific research questions.

Chapter Three includes the methodology implemented to investigate the purpose and research questions. The procedures for gathering data and the methods used are delineated.

Chapter Four will include the findings of the study and the themes that emerge from the interviews of participants. The analysis will be fully developed and discussed. Chapter Five will consist of a summary of the research investigation and the findings. Conclusions will be identified followed by discussion and recommendations for future research.

Chapter 2

Literature Review

The voice of the dominant faction in society is often heard above the needs of individuals of color simply because of wealth and privilege that have rendered those with White privilege more capable and powerful. Efforts to close the achievement gap are typically rendered fruitless because the reallocation of resources to the disadvantaged from the affluent is challenged. The relevancy of critical race theory is noted in the field of education where oppression thrives, and lesser resources are allocated to children of color. Pollack and Zirkel (2013) studied improvement efforts at Berkley High School in California and affirmed these same suppositions.

Racial disproportionality in school discipline is a reality that has implications beyond the educational setting. Educators wrestle with the challenging task of maintaining a safe environment conducive to teaching and learning while attending to the needs of disruptive students. This balancing act confounds school administrators and the emotional aspects of dealing with teachers and students raises concerns about school discipline. Historically, most behavior problems were handled by the classroom teacher, and when support was necessary from the principal, exclusionary consequences were a last resort.

The use of extreme forms of consequences for school misbehavior that emanated from zero-tolerance policies and has been deemed ineffective after over two decades of implementation (Skiba, 2013). Still, the practice of using suspension and expulsion as tools to manage student behavior and control the academic environment remains.

Furthermore, researchers have suggested that continued suspensions and expulsions funneled students into the juvenile justice system (Owens, 2016).

The School-to-Prison Pipeline has become a common phenomenon, especially in urban high schools, and disproportionately affects African American males (Swain & Noblit, 2011). The initiation of school discipline typically begins in the classroom with the teacher (Cartledge, Tillman, & Johnson, 2001; Wayman, 2002). This point of entry into the disciplinary system warrants a closer look.

The purpose of this research was to investigate whether student-teacher relationships impact disciplinary outcomes for male students of color. Prior research indicates that bias was evident in teacher decisions to remove students from the classroom (Wayman, 2002; Losen, 2013; Maag, 2012) and that a lack of cultural understanding may contribute to these subjective judgments (Cooper & Miness, 2014). This study is designed to inform the practice of teachers of African American males to further interrupt the School-to-Prison Pipeline that resulted from specific system actions.

The literature review progresses through a myriad of topics that highlight the main concepts supporting this investigation. The review includes: the inception of zero-tolerance policies, school violence, implementation of zero-tolerance policies, School-to-Prison Pipeline, disproportionality resulting from zero-tolerance policies, teacher-student relationships, and theoretical constructs.

School Discipline Prior to Zero-Tolerance

School discipline was once viewed as the responsibility of teachers and administrators, and exclusion from school existed as a last resort. However,

disproportionality in discipline statistics is not a new phenomenon. "Disproportionality in student discipline has been widely analyzed as far back as the 1970's when the Children's Defense Fund (1975) documented the overrepresentation of Black students in school suspension data" (Whitford, Katsiyannis, & Counts, 2016).

Suspensions in schools increased during the 1970s (Losen et al., 2015) and schools became more secure as the years progressed. Mowen (2017) reported that 75% of schools from 1999-2000 maintained controlled access to the building during the school day and this percentage increased at 94% by 2013-2014.

Sonya Horsford (2011) conducted an intriguing study that lends a deeper perspective of the experience of Black children in America's schools. The efforts to desegregate schools resulted in the diminished experience of many African American students. Exemplary Black educators, parental involvement, and extracurricular opportunities abounded for students who experienced a connection between home and school culture. Educational outcomes were fueled by the intersection of school, home, and community. The culture was a shared one and aligned with school discipline.

Desegregation resulted in tracking of and inequality for African American children (Horsford, 2011), and negative consequences of exclusion began even prior to the inception of zero-tolerance policies (Hoffman, 2014). The reason that zero-tolerance policies emerged as critical to this study is that race and bias continue to be implicated in further marginalizing Black students, and Black males in particular.

The Inception of Zero-Tolerance Policies

The implications of disparate discipline in schools have led researchers to question the validity of policies that are misleading and potentially harmful to children of color. Historically, laws that governed America, from its earliest conception, were rooted in the dominance of the White male. Even as the founding fathers established the Declaration of Independence, it was exclusionary in nature. The primary documents that chronicle the expansion and growth of the United States effectively constructed an invisible shield to keep the nondominant population from power, wealth, and a voice in governance. This practice can be found woven into political agendas in present day legislation (Sustar, 2013). Precursors to the government's enacted laws related to zero-tolerance were several significant events of violence in America.

The attempted assassination of President Ronald Reagan on March 30, 1981, catapulted Americans into a state of shock and disbelief. The safety of Americans everywhere seemed compromised and an era of fear commenced. The emergence, on the political scene, of Sarah Brady, wife of James Brady who was shot and irreparably injured on that fateful day, fielded a woeful blow to gun enthusiasts. She reflected much of the country's growing concern regarding the availability of handguns and advocated for stricter gun control (Dizard, Muth, & Andrews, 1999). The Brady Handgun Violence Protection Act, known as Brady's Law, was signed by President Bill Clinton on March 1, 1994, according to the Law Center to Prevent Gun Violence (http://www.smartgunlaws.org).

The efforts of Sarah Brady were only one aspect of legislative implementation that reflected many American's fears. Outrage emanating from policy makers,

community leaders school administrators, and teachers regarding the rise in gang violence, increase in drug use and trafficking, and overall juvenile delinquency prompted the identification of a solution in the Zero-tolerance Policy. Zero-tolerance, at its inception, referred to juvenile behavior related to drug trafficking and emerged from the Gun-Free School Zones Act (Teske, 2011).

Initially, the Gun-Free School Zones Act of 1990 (GFSZA) 18 U.S.C. §§ 921 et seq., cited by the Law Center to Prevent Gun Violence (http://www.smartgunlaws.org), was part of the Title XVII of the Crime Control Act and was passed in an alleged attempt to rid the schoolyard of violence from firearms. It soon came under question regarding its constitutionality.

The GFSZA (1990) was found to be unconstitutional in *United States v. Lopez,* 514 U.S. 549, 115 S. Ct. 1624, 131 L. Ed. 2d 626 (1995) and had to be reframed. Alfonzo Lopez was a senior in high school in Texas when he was found to be in possession of a concealed firearm and was expelled from school. The high school student had conveyed a weapon onto school property and, although it was not loaded, he did have the cartridges with him. Lopez indicated that he brought the weapon to school to sell to someone (Lampron, 2017). The federal agents charged the student with a felony tied to GFSZA (1990), which forbids the possession of a gun in a school zone. This resulted in a six-month prison sentence and a two-year supervised release. The case found its way to the Supreme Court where, in a 5-4 decision, with the majority opinion by Chief Justice William H. Rehnquist, it was determined that Congress overstepped its bounds since the criminal statute had no association with economic involvement.

The GFSZA (1990) was revised and became The Gun-Free School Act of 1994, 20 U.S.C. §§ 7151 et seq. This law catapulted the states into action, devising policies that required school districts to comply with the administration of harsh punishment for certain disciplinary offenses, in order to receive federal funding. Local school boards designed policies that extended this legislation from required year-long expulsions for weapon possession in the school to include many other less serious offenses. The emergence of zero-tolerance policies proliferated across the country as secondary school suspensions and expulsions increased by 40% from 1973 to 2010 (Kang-Brown, Trone, Fratello, & Daftary-Kapur, 2013).

Following the passage of the GFSA (1994), the zero-tolerance policies became a part of school policy across the country. Under the Clinton administration, the GFSA (1994) purported to increase safety within the country's schools. On February 22, 1994, President Clinton spoke to the American Council of Education. His remarks indicated that this initiative enabled children to attend school in an environment free from weapons and violence where they could learn peaceful resolutions to conflict. He further contended that this policy supported education that provided an escape from a world fraught with gangs, drugs, and violence.

The implementation of the GFSA (1994) and the Safe and Drug-Free Schools and Communities Act (n.d.) resulted from a memorandum from President Clinton to the Secretary of Education. Once again, the president referenced the invasion of America's schools by criminal behavior and violence. His scathing words expressed his belief that public perception of unsafe schools required laws that would create a safe school climate that is supportive of discipline and learning. This October 22, 1994 document contained a

directive to coordinate the implementation of such policy including the cessation of federal funds for any state out of compliance (Skiba, 2014).

The use of mandates, incentives, and sanctions forced states to comply with the provisions cited in the law requiring that every state or territory accessing federal funds under the Elementary and Secondary Education Act (ESEA) enact state law. This state law was prescribed to ensure that local education agencies (LEA) were mandated to expel any student in possession of a firearm for a minimum of one year. These laws required a provision that allowed for the chief administering officer of the LEA to modify the expulsion per his or her discretion. Furthermore, the Individual with Disabilities Act (IDEA) was to be considered and students with disabilities had to be granted due process. The child's disability required critical analysis to ensure that the offense was not a result of the disability (Gray & Sinclair, 2002).

Furthermore, the Secretary of Education was required to monitor the implementation and compliance of the GFSA (1994). Therefore, the US Department of Education mandated each state to submit a comprehensive report annually to provide compulsory data. The major points that states were obligated to report included the number of students expelled, citing the grade level and firearm type, the number of modified expulsions, those not due to compliance with IDEA involving students with disabilities, and the total number of expelled students placed in alternative schools (Gray & Sinclair, 2002). The GFSA (1994) was re-enacted following its repeal in 2002 within the No Child Left Behind Act ([NCLB], 2001).

The inception of zero-tolerance on the national horizon appeared as the federal government legislated drug and weapons policies in the criminal justice system in the

1980s. The spill-over into schools resulted in a reactive stance. Several states mandated policies that required expulsion for gang related actions, fighting, and drugs. The rampage shootings that occurred from 1990 through 1999 impacted the escalation of such policies on the national agenda (Triplett, Allen, & Lewis, 2014). Since 1996, 60 school shootings have been reported and the rampage shootings in schools have occurred in multiple states. Henceforth, from the 1990s, schools have been viewed as venues for potential violence. Thus, an unprecedented movement toward heightened security and zero-tolerance for violence resulted in a demand for stricter rules and harsher punishment for offenses.

Since the policy purported to increase school safety, the rhetoric surrounding the policy solidified its initial adoption and implementation. Initially, the whole notion of zero-tolerance actually targeted drug trafficking and expanded under the Reagan administration (Mallett, 2016). The expansion of this type of policy led to the inclusion of far less serious misbehavior in the definition of zero-tolerance. Local school boards designed policies that extended this legislation from required year-long expulsions for weapon possession in the school to include many other less serious offenses. The emergence of zero-tolerance policies proliferated across the country as secondary school suspensions and expulsions increased by 40% from 1973 to 2010 (Kang-Brown, Trone, Fratello, & Daftary-Kapur, 2013).

Recent attention on zero-tolerance policies that have become commonplace in most schools across the country has raised the awareness of disparate outcomes for certain groups of people. The American Psychological Association (APA, 2008) questioned the effectiveness of such policies and assembled a task force to investigate

and evaluate these policy outcomes. The history behind such policies provides a context of the changes that occurred in society and in the nation's schools.

Rationale for Zero-Tolerance Policies

The National Education Goals supported the notion of zero-tolerance. President Bush and governors from across the country established the National Education Goals Panel on July 31, 1990 to develop the nation's education goals for the next ten years (Federal Register, The Daily Journal of the United States Government). The seventh of the National Education Goals indicates that "every school in America will be free of drugs and violence and the unauthorized presence of firearms and alcohol and offer a disciplined environment that is conducive to learning" (Prisoners of Time, 1994, p.12).

A study conducted by the National Center for Education Statistics (U.S. Department of Education, 1998) reported that 57% of all public schools documented a minimum of one criminal offense reported to authorities in 1996-97, and that one out of 10 schools had reported at least one violent crime. During the identified school year, 190,000 acts of physical violence occurred minus the use of a weapon while 11,000 fights involved weapons. Most incidents involved middle and high school students. While serious issues remained, principals in the public schools ranked the most common discipline concerns to be tardiness, truancy, and physical disruptions. The majority of schools, or 84%, relied on minimal security measures, and only 2% employed high levels of security. Both urban and non-metropolitan schools reported an equal number of violent incidents.

The data provided by the 1998 study provided great ammunition for the Goals

2000 initiative. A tough stance on violence seemed appropriate and was supported by the

United States Congress. As the federal government mandated states to address these

concerns through zero-tolerance policies, a requirement for federal dollars, states obliged.

The requirements further entailed the reporting of discipline to the federal government.

As the federal mandate became law in the states, school districts across the country

emulated the crafted language of their respective states in local policy so as not to

jeopardize their federal funding (Sughrue, 2003).

Gun violence cannot be tolerated in the school setting and so it makes sense to

establish harsh penalties for acts of violence. The implementation of zero-tolerance

policies was initially promoted as a deterrent to offenders involved in drug trafficking

(Skiba & Knesting, 2001). However, the federal government determined that steps should

be taken to ensure that schools be recognized as safe environments for the nation's

children. The establishment of gun-free zones was identified as a positive step toward

school safety. The legislation focused on student behavior and required local education

agencies to develop policies that resulted in no less than one-year expulsion for any

individual who possessed a weapon at school.

The Gun-Free School Act further required districts to refer cases of weapon

possession to the authorities, criminalizing school behavior. This zero-tolerance stance

continued, although the Act was repealed and revised in 2002 as part of the NCLB Act

(2001). States that received federal funds were required to enact the zero-tolerance

policy, although the term school was extended to include activities and school-sponsored

events. The policy was permitted to allow the superintendent of a district to modify the discipline outcome on an individual basis (Law Center to Prevent Gun Violence, 2017).

As states were tasked with developing policies to address violence, zero-tolerance policies seemed to take on a life of their own. Across the country, states interpreted the requirements differently and policies exceeded the limits of possession of weapons (Losinski, Katsiyannis, Ryan, & Baughan, 2014). Since the individual states were charged with delineating the specifics of zero-tolerance policies (Mongan & Walker, 2012), most local education agencies included offenses such as fighting in school or on school grounds, drugs and alcohol possession or use, and even less serious transgressions such as truancy or disrespect (Skiba & Peterson, 2000; Gage, Sugai, Lunde, & DeLoreto, 2013). Furthermore, the decision latitude of administrators seemed to be minimized through the use of predetermined consequences as specified in state and local zero-tolerance policies (Mongan & Walker, 2012). Some administrators were relieved to have the decision made for them, while others resented the intrusion into their schools (Sughrue, 2003).

Harshness of Zero-Tolerance Policies

Sughrue (2003) identified zero-tolerance policies as predetermining the consequences of behavior. This idea played out when Edwin Meese, the U. S. Attorney General in 1988, required customs officers to confiscate any amount of illegal contraband. The effort to control drug trafficking embraced the notion of zero-tolerance (Bell, 2015). The nation's support for this tough stance carried forward to the schoolhouse.

Bell (2015) suggested a connection between the broken window theory and zero-tolerance policies. Paying attention to the minute details and addressing the broken windows immediately sent a message that crime was not tolerated (Wilson & Kelling, 1982). Efforts to deter criminal behavior emanate from social control theories (Bell, 2015). The state of New York, under the governance of Rockefeller, mandated strict sentencing for even small amounts of drugs found on dealers or users, thus, highlighting the initial documentation of zero-tolerance in action (Drucker, 2002). The underlying belief that taking swift action against even the smallest infractions would serve as a deterrent to others impacted the entire nation.

During the late 1960s, policy makers began to identify a social problem that emanated from a fear of crime that had begun to take root in many cities. This fear that victims experienced prompted researchers to investigate the change in neighborhoods. They sought to understand the fear that individuals felt, even if they were not personally a victim of crime (Gau & Pratt, 2008). As the security that citizens had previously enjoyed deteriorated, action was taken to address the smallest of offenses.

Theory was quickly transformed into a policing mechanism under the broken window theory and was fueled by fear. Much like zero-tolerance theories, disproportionality resulted that implicated greater penalties for African Americans (Gau, Corsaro, & Brunson, 2014). Fulda (2010) credited Wilson and Keeling (1982) with developing the theory that New York embraced to clean up the streets where crime was becoming more prevalent. Link, Kelly, Pitts, Waltman-Spreha, and Taylor (2014) explained the theory. Their version argued that unrepaired physical and unaddressed social incivilities caused by local miscreants on a street block can lead to reduced

resident-based informal control and reduced resident-based regular street use over time; furthermore, eventually serious offenders looking for street crime targets will be drawn into the locale (p. 660).

School Violence

Ironically, the most well-known school shootings occurred after the adoption of zero-tolerance policies. A case study of 15 school shootings between 1995 and 2001 revealed similarities among the shooters. Most were White males and had experienced teasing and bullying by classmates. Three risk factors identified included an interest in guns, an enthrallment with death, and psychological issues (Leary, Kowalski, Smith, & Phillips, 2003). Bullying and homophobia were often experienced by these young men and contributed to the decision to become violent. Precursors to the shootings sometimes also included an assault on the shooter's masculinity by schoolmates (Leary et al.). Findings suggest that White males in suburban or rural communities are far more likely to be involved in school shootings than African American youth (Kimmel & Mahler, 2003; DeLeon, 2012).

Principals from secondary schools who participated in a national survey identified several reasons for gun violence. The lack of parental oversight, lack of access to high quality mental health services, bullying, and ease of access to weapons, primarily firearms contributed significantly to the likelihood of possession and use of guns (Price, Khubchandani, Payton, & Thompson, 2016).

The Columbine School shooting incident heightened an already panicked country and was substantially featured by every media outlet and evoked great emotion. This

highly publicized tragic event impacted public consciousness more than any preceding

school shooting. Ironically, school shootings remained a rare occurrence and the safest

place for children continued to be the school building (Mallett, 2016). While relatively 62

school shootings have been highly documented in the media throughout an 18-year span,

these events are not novel (Lampron, 2017). They simply continued to substantiate the

use of disturbingly severe punishments for school incidents.

School shootings continued and often resulted from a student or students entering

the school and shooting others. The tragic events at Sandy Hook Elementary in 2012

prompted a study by Bonanno and Levenson (2014) to analyze the preemptive events that

might influence an active shooter. Interestingly, the shooters studied had some

commonalities such as being the victim of bullying, experiencing a loss that exceeded

their ability to cope, and unable to find acceptance. These events were not random, but

planned in advanced for days, weeks, or months. The deterrent of expulsion held no

power over them since school was not a welcome environment.

Interestingly, students who are excluded from school as a disciplinary measure

were more likely to be suspended again. Rather than deterrents, suspension and expulsion

are more predictors of future school exclusion (Mendez, 2003). Curran (2016) implied

that "the presence of state-mandated expulsion laws to be predictive of increases in the

proportion of students suspended reported by school districts" (p. 655). Kinsler (2013)

did suggest more recently that misbehavior diminished for some students following

suspension.

Implementation of Zero-Tolerance Policies

School discipline remains a public issue in today's schools and legal ramifications of decisions by administrators require formal procedures. These more rigid practices have aroused greater attention from interest groups across the United States. The focus on zero-tolerance policies that shaped the response to inappropriate behaviors in schools must be examined.

The dominant stance that children in the United States must be safe at school has enabled districts to enact exclusionary practices for many offenses. Support for zero-tolerance was significant throughout the country and many viewed the penalties as surefire deterrents to violent conduct. Sixty-two acts of gun violence in schools between 1996 and 2014 fueled the fear of parents and school personnel. Schools reported 2761 weapons possession and 1290 of those involved guns during 2010-2011. The commencing expulsions were an increase from the 2009-2010 data reported and less students reported carrying a weapon to school than in 1997 (Lampron, 2017).

Zero-tolerance policies criminalized school discipline and often resulted in inappropriate outcomes. Livingston and Bruner (2001) cited a case that caused an Eagle Scout to be disciplined for inadvertently bringing a knife to school in his car. The design of such a policy is to punish all offenses equally, regardless of circumstance or prior conduct. The behaviors that occur in school settings are representative of adolescent development and the inability of children to comprehend the ultimate possible consequences. The criminalization of these behaviors results in outcomes that counter the initial intent of the law. The implementation of tolerance policies resulted in exclusionary

practices that rebuffed common sense and denied opportunities for positive educational outcomes (Sughrue, 2003).

Practitioners struggled with the implementation of policies that removed the discretion of the administrator and extended beyond the context of weapons, violence, and drugs. Local school boards were typically including other disruptive behaviors in policies that effectively culminated in higher rates of suspension and expulsion. According to the Child Trends Issue Brief (Boccanfuso & Kuhfeld, 2011), the initiation of zero-tolerance occurred devoid of supportive research. The greater exclusion rates were examined and found to be disproportionate in nature (Verdugo, 2002; Bell, 2015; Curan, 2016).

Losinski, Katsiyannis, Ryan, & Baughan (2014) concluded that the lack of research of effects of zero-tolerance policies extended the reach of local education agencies. The inclusion of nonlife-threatening behaviors in this criminalist mindset prompted erroneous outcomes, especially for children of color. The consequences realized by these children that were not related to weapons or drug possession extended into the entire life experience. Students of color, the nondominant contingency in the school, experienced treatment that interrupted their school experience and had long-term effects (Sughrue, 2003).

The association between school discipline that manifested as suspension or expulsion and disproportionality of student of color was recognized (Heilbrun, Cornell, & Lovegrove, 2015). Furthermore, these affected students demonstrated a greater likelihood of failure to graduate from high school and youth events of criminal activity. The conveyance to prison from these negative experiences during developmental years is

supported by Cregor and Hewitt (2011). Misbehavior in school previously handled by contacting a parent and working with the family changed to a process of exclusion and incarceration.

During the mid-to-late nineties, 80% to 90% of schools in the United States practiced zero-tolerance for various offenses including alcohol, weapons, violence, and drugs. Furthermore, the changes in federal law pertaining to students with disabilities further opened the door for expulsion of these students when in violation of zero-tolerance policies. (Cartledge et al., 2001). Zero-tolerance policies were viewed as a reaction to violence in schools. It seemed logical to act swiftly and aggressively to address disorder and brutality, especially when prohibiting guns from within 1,000 feet of schools. The introduction of legislation by Senator Jesse Helms in 1997 to include drug possession in these policies further broadened the scope of zero policy (Casella, 2003).

Similar to the Broken Windows' philosophy, schools were preemptive in filing significant charges even though the offense was not of the corresponding level of seriousness. "Zero-tolerance policy attempts to prevent violence by punishing young people because of their potential for violence and for their displayed dangerousness" (Casella, 2003, p. 875). The implementation of preventative measures was also recommended that include a high level of visibility of teachers and administrators, conflict resolution and mediation programs, and involvement of school and police security personnel (Petersen, Pietrzak, & Speaker, 1998).

Hirschfield (2008) cited that urban schools have often been likened to prisons with stringent rules and oppression of the individual. Hirschfield (2008) contended that:

Criminalization is conceived here even more broadly as the shift toward a crime control paradigm in the definition and management of the problem of student deviance. Criminalization encompasses the manner in which policy makers and school actors think and communicate about the problem of student rule-violation as well as myriad dimensions of school praxis including architecture, penal procedure, and security technologies and tactics. (p. 80)

The introduction of armed guards or police officers, cameras, and searching devices cultivated a culture of fear and distrust, especially in the urban school districts (Chen, 2008). While the underlying philosophy of zero-tolerance to provide a safe learning environment was espoused, the outcome was far from welcoming. Conveying the attitude that students entered school as criminals definitely undermined the learning culture (Caton, 2012).

The increased expectations on school principals to improve academic outcomes for all students further ingrained exclusionary discipline in schools. Zero-tolerance policies evolved and broadened to include far more misbehavior than originally intended. Disruption in the classroom had an adverse effect on student learning and thus, the practice of removing the problem children became more normalized and accepted (Krezmien, Leone, Zablocki, & Wells, 2010).

The implementation of zero-tolerance policies did not accomplish the desired outcomes based on actual research. This punitive approach that did not result in improved conduct in schools or safety (Skiba, 2013), actually promoted disparity for minority students (Cuellar & Markowitz, 2015).

Concern rose among advocates for people of color and researchers when the negative outcomes appeared to include some type of involvement with authorities within the criminal justice ranks. A new paradigm emerged that shifted school discipline to criminal referrals and arrests. There appeared to be a pipeline that channeled students from the school into prison.

School-to-Prison Pipeline

The emergence of the phrase School-to-Prison pipeline articulated a national crisis resulting from policies enacted following the Gun-Free Schools Act of 1994. The proliferation of school resource officers, emanating from incentives through grant opportunities offered through the U.S. Department of Justice's Community Oriented Policing Services, heightened the culture change in America's schools. Discipline was redefined, and criminalization of school misbehavior took root (Cregor & Hewitt, 2011).

School-to-Prison Pipeline, a term coined by Kenneth Stampp (Smith, 2009), reflected a metaphorical representation of the harsh effects of unreasonable discipline and infusion of the justice system into schools. The risk associated with children who were recipients of exclusionary practices for future incarceration is specifically documented among Black youth (Monahan, VerDerhei, Bechtold, & Cauffman, 2014; Bell, 2015; Curran, 2016). The residual impact increased the likelihood of dropping out of school and criminal behaviors (Heilbrun, Cornell, & Lovegrove, 2015).

The School-to-Prison Pipeline possibly resulted from the school discipline policies and implementation of exclusionary practices that steer students out of learning environments and into the prison system. Suspension often escalated the opportunities for

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young people to engage in criminal behavior, especially when they were left to their own devices, with the lack of adult supervision (Cuellar & Markowitz, 2015). Furthermore, a link has been suggested between suspension and permanent withdrawal from school that can often lead to delinquency (Cook, Gottfredson, & Na, 2010). Research has indicated that more significant crimes occurred in the community rather than school, and that 85% of juvenile arrests resulted from offenses away from the school (Cuellar & Markowitz, 2015).

Unintended consequences stemmed from the zero-tolerance policies in many schools. One of the most detrimental was the pathway that was cultivated into the juvenile justice system. Researchers suggested that the suspensions and expulsions that increased dramatically with the implementation of such policies increased the risk of young people becoming acquainted with the courts and jails. It became a domino effect whereby students were punished by suspension or expulsion that then often led to involvement in the criminal justice schema (Monahan, VenDerhei, Bechtold, & Cauffman, 2014; Wald & Losen, 2003).

This connection between zero-tolerance policies and incarceration can be examined focusing on the tools of such policies, primarily suspension and expulsion. The study conducted by Cuellar and Markowitz (2015) indicated that suspended students are more likely to commit an offense than students who are not excluded. They further suggested that African Americans are more affected. The implementation of exclusionary practices resulted in a change in peer group composition since more positive peers remained in school while the excluded student was possibly unsupervised and seeking other associates.

Suspension and expulsion cause significant risks for negative outcomes. The effects of exclusion from school can pose both short-term and long-term. Short-term consequences include poor academic performance and the likelihood of additional behavior issues. Long-term effects encompass increased dropout rate and continued involvement with the law (Skiba et al., 2014).

SROs Impact the Learning Environment

The change in school environments reflect a more institutionalized milieu associated with police presence and tactics. The boundary between schools and the juvenile justice system has diminished as zero-tolerance policies created a significant connection between the two. Urban schools are highly more likely to refer students to criminal authorities than their suburban counterparts (Hirschfield, 2008). This connection between minor offenses and overly severe penalties provided the channel for the development of the School-to-Prison pipeline. The preparation for prison may be a result of school accountability since the exclusion of certain students was encouraged (Hirschfield, 2008).

"The increased use of zero-tolerance policies and police (safety resource officers) in the schools has exponentially increased arrests and referrals to the juvenile courts" (Mallett, 2016, p.15). These harsh punitive consequences catapult children into a system that captures them, often for years. Often the young people who become trapped in this onslaught of punishment have significant issues such as poverty, mental health issues, or traumatic events in their lives.

Mallett (2016) contended that the transition of the school environment, through the implementation of visible and subliminal safety measures, to a more prison like climate, negatively impacted the learning milieu. This change in the learning environment diminished the welcoming climate of school. This was especially true in the urban districts where security tactics were imposed frequently and intensely on occasion. Suspension and other exclusionary practices funneled youth from school into prison. This happened as police intervention within the school more firmly connected students to the juvenile justice system.

Police officers became a standard fixture in schools as funding was made available through federal and state dollars. The title of SRO, was bestowed upon local officers who worked specifically in the educational setting (Krezmien, Leone, Zablocki, & Wells, 2010). While the purpose of SROs included building relationships within the school, it often encompassed imposing police involvement on school discipline matters. The rise in arrests of students from 300% to 500% each year indicated that these actions contributed to the channeling of youngsters into the criminal justice system (Mallett, 2016).

The School-to-Prison Pipeline emerged from the combined effects of zero-tolerance policies and the infusion of police officers into the school setting. Countless reports of misuse of these policies further exacerbated the trajectory of children into the courtroom. Accounts have been reported of children as young as six years old being arrested and minor infractions, such as defacing a desk, outbursts, or a kitchen knife inadvertently left in a car, resulting in incarceration, even if only for a few hours (Fader, Lockwood, Schall, & Stokes, 2015; Gorman & Pauken, 2002; Skiba & Knesting, 2001).

Beyond the abuse of zero-tolerance policies came the paradigm shift of school officials relinquishing discipline authority to the police.

The role of the police officer on the street is multifaceted; however, the training provided is not inclusive of understanding the developmental progression of children. The lens through which they often perceive offenses is different from the lens of educators. While educators are expected to teach replacement behaviors, the role of the police has typically been law enforcement. Logically, teachers would not call the police to handle a disruptive student, but since the officer is already in the school, the student is too often turned over to law enforcement for school misbehavior (McKenna, Martinez-Prather, & Bowman, 2016).

The arrest of children proliferated the schools as the actual criminal acts by juveniles decreased. In the 2006-2007 school year, it was noted that such arrests had increased over 280% from 2000. Furthermore, the so-called crimes were not to the level of those cited in original zero-tolerance policy language. This reflected the labeling of misbehavior in school as a criminal act (Fader et al., 2015).

The lack of tolerance for children's misbehavior caused a turn from reasonable discipline to a punitive system. As teachers responded to policy changes, students were introduced into the criminal court system at an early age, and the addition of SROs further provided educators with yet another avenue to deal with problem youngsters. Police involvement in school behavior was often justified as a school safety response (Gonsoulin, Zablocki, & Leone, 2012). In fact, many instances of reliance on SROs were for behaviors that had years prior been dealt with by school personnel (Wald & Losen, 2003).

The question of whether an association existed between removal from school, either from suspension or expulsion, or truancy, and involvement with law enforcement was investigated. The outcome of the study suggested that such a connection did exist and that during months when a student was forcibly excluded from school an increased likelihood of being arrested increased 2.10 times than during months not excluded. Truancy compounded the chance of arrest by 2.42 times (Monahan et al., 2014).

The referral of students to the juvenile justice system increased significantly during the implementation of zero-tolerance. States such as Pennsylvania recognized a rise in such referrals that reflected tripled in a seven-year timeframe and Florida cited 21,000 in 2007-2008 (Skiba, 2013). When the contact with police occurred at the hands of the education venue, a complex relationship ensued that negatively impacted the very children that were already most at risk. The lack of role clarification of SROs by school personnel regarding the purpose and function of these officers contributed to the increase in arrests (McKenna et al., 2016).

Chauncee Smith (2009) contended that the greater the education level of an individual, the less likely incarceration became a reality. So, it stands to reason that suspension and expulsion were associated with and supported the School-to-Prison Pipeline. When students are removed from the school setting and law enforcement takes the place of educators who should be disciplining children through restorative and educational practices, punitive responses are then enacted by police (McKenna et al., 2016).

A research study of five states revealed that while variations were evident among the states, longitudinally, schools were relying on the justice system to deal with

disciplinary issues. This reliance on the police or SROs, probation officers, and the court system to address school behavior issues led to concern. The lack of cognizance of the negative outcomes for children was cited as a basis for concern and future research (Krezmien et al., 2010).

The School-to-Prison Pipeline was constructed in response to fear and the desire to ensure a safe school environment. However, other practices also contributed to this phenomenon. The practice of tracking in schools placed at-risk students in low level groups and furthered the racial imbalance that was realized as a disproportional representation of minorities trapped in the pipeline (Smith, 2010). High stakes testing emerged as another culprit contributing to the dilemma faced by many young people. Students who could not perform adequately were further forced into the pipeline as education was denied through yet another exclusionary practice. High numbers of minority pupils were affected by this phenomenon in comparison to White students (Swain & Noblit, 2011).

A closer look at inmates indicated that an overwhelming number had not graduated from high school and suspension or expulsion were common in their school histories. This evidence supports the idea that the School-to-Prison pipeline was a reality that continues to exist (Teske, 2011). As schools relied more heavily on severe punishment and SRO support for disciplinary issues, this pipeline was regularly populated (APA, 2008). The relationship between the justice and education organizations was forged through the zero-tolerance policies and cultivated the School-to-Prison pipeline.

Disproportionality Resulting from Zero-Tolerance Policies

Black males experienced the brunt of zero-tolerance policies as the rates of suspension and expulsion increased exponentially after the implementation of the court linked disciplinary mindset. This racial disparity was evidenced by the discipline gap that reflected a three times rate of suspension for Black students over White students (Curran, 2016). One study examined the relationship between suspensions and referrals to the justice department, either through arrest or court appearance. An increase in suspensions was determined to be linked to an increase in referrals. The same study concluded that the impact was even greater for African American students (Cuellar & Markowitz, 2015).

Suspensions rose for all students after the implementation of harsh policies; however, the rate of increase varied among subgroups. Black males were found to be at higher risk of school removal and often for less serious offenses (Losen & Skiba, 2010). The increase in suspension of Black students exceeded double previous rates while the increase in suspension of Whites was lower than two percentage points (Skiba et al., 2011). Many of the violations leading to suspension have been questionable.

Stephen Hoffman (2014) conducted a study using data sets representing urban, secondary schools in an effort to determine the effects of the implementation of a zero-tolerance policy. The district in this study implemented a zero-tolerance policy at the onset of the 2007-2008 school year. While a disparity for Black students existed prior to the enactment of the exclusionary policy, an exacerbated disproportionality was evident in the years following the decision to impose harsh consequences that were predetermined. Table 1 illustrates the impact of the zero-tolerance policy on Black students and supports the literature that identifies such disparities (Hoffman, 2014).

Table 1. *The Number of Expulsion Recommendations, Secondary School Student Enrollment, and Percentage of Secondary School Students Recommended for Expulsion, by Race/Ethnicity, for the 2005-2006 through 2008-2009 School Years.*

School Year	Ethnicity Race of Student	Number of expulsion recommendations	Number of high school students	Percentage of students recommended for expulsion
2005-2006	Asian	5	1,376	0.36
	Black	60	2,652	2.26
	Hispanic	12	1,303	0.92
	Native Am.	1	71	1.41
	White	27	8,718	0.31
	Total	105	14,120	0.74
2006-2007	Asian	3	1,362	0.22
	Black	59	2,802	2.11
	Hispanic	10	1,456	0.69
	Native Am.	0	90	0.00
	White	20	7,570	0.26
	Total	92	13,280	0.69
2007-2008	Asian	4	1,315	0.30
	Black	133	2,888	4.61
	Hispanic	19	1,542	1.23
	Native Am.	3	88	3.41
	White	39	7,244	0.54
	Total	198	13,077	1.51
2008-2009	Asian	4	1,335	0.30
	Black	129	2,918	4.42
	Hispanic	13	1,568	0.83
	Native Am.	1	102	0.98
	White	35	6,867	0.51
	Total	182	12,790	1.42

Sometimes referred to as soft offenses (Bradshaw, Mitchell, O'Brennan, & Leaf, 2010), less serious school offenses, such as the broad insubordination infraction, often resulted in suspension for Black students (Fabelo et al., 2011). Much of what occurs in the classroom is subjective and requires discernment on the part of the individual teacher, just as decision latitude of the administrator reflects personal beliefs about school discipline. Critics of zero-tolerance policies contended that students of color experienced harsh punishments for minor offenses much more often than other students (Skiba, 2013).

Heilbrun et al. (2015) studied the issue of racial disparity in the use of discipline measures in high schools in Virginia after controlling for poverty factors. They examined the attitude of principals and whether consequences were enacted that reflected racial differences. The findings revealed that Black students were suspended twice as much as White students and that suspensions were greater in schools where administrators supported zero-tolerance policies. This research revealed that even though Black students were suspended at a higher rate, they did not commit more serious offenses than White students.

The disproportionality existed most extremely for African American males. Skiba et al. (2002) studied the misbehavior that led to disciplinary action as framed by race and gender. Results suggested that Black males were more likely to be referred to the office for subjective offenses. For example, threatening another or disrespect, were based on the staff member's perception of the event. White students were typically referred to administration for more objective offenses while Black students were more often referred for subjective infractions. This punitive response to behavior in the classroom prompted Black students to view removal as a biased tactic by teachers.

Research has not reinforced that the reason for higher rates of exclusionary discipline among Black students was a result of more serious misconduct (Skiba et al., 2014). Historically, attitudes and behaviors of the students in conjunction with principal and teacher attitudes were found to contribute to the probability of suspension from school (Wu, Pink, Crain, & Moles, 1982). Skiba et al. (2014) indicated that in schools with a higher population of Black students, there seemed to be more severe punishment such as suspension, and less support for mediations and interventions. Empirical data related to a school's climate and culture wields compelling effect on the crimes committed in school (Chen, 2008).

Research implied that racial disparity was evident in school discipline, although it may be reflective of inconsistent application by teachers and administrators (Rocque, 2012). One study suggested that policies like zero-tolerance predicted 0.005 increase in suspensions proportionately. These unintended consequences of such a policy emerged as failure in school and other negative results from exclusionary discipline practices. Black students were greatly impacted and implementation of zero-tolerance policies predicted a heightened proportion of suspension when compared with White students (Curran, 2016).

Zero-tolerance policies contributed to disproportionality; however, the subjective offenses and how they are handled impacted outcomes for students of color. While suspensions were more likely to occur in schools with more African American students, they were not necessarily based on only serious offenses. The study results suggested that variables within the school, rather than family issues, be the focus of positive change from this phenomenon (Skiba et al., 2014). Research continued to indicate that increased enrollment of Black students resulted in higher occurrences of school exclusion tactics by

administrators, even though the practice did not deter misbehavior (Welch & Payne, 2010).

Discrimination in school discipline was realized as zero-tolerance policies were seemingly neutral yet administered in a way that resulted in disparate outcomes. Differential administration of the policy further exacerbated this phenomenon. As a result, Black students have experienced the most pronounced punishment as compared to their White counterparts (Whitford, Katsiyannis, & Counts, 2016).

"The more students are removed from school through suspension and expulsion, the more they vanish from graduation stages and fill the pipeline to prison" (Carter et al., 2017, p. 208). Implicit bias that encompasses deeply held attitudes that lie in the unconscious can be a foundation for behavior that is discriminatory. In schools around the country, it seems feasible that bias contributed to the disparity in school issued discipline (Carter et al., 2017). Tanner (2009) further substantiated the claim that minority males were overrepresented in school discipline, and that Black males experienced more extreme consequences rendered for subjective offenses.

One study provided an inside look at the disproportional use of exclusionary discipline tactics through the lens of the recipients of such punishments. The Black male participants described a school milieu that reeked of an unwelcoming climate from the entry through metal detectors, surveillance by cameras, and the presence of guards. They further expressed disappointment at the lack of teacher-student relationships, often because teachers tended to overreact to their actions. The compounding nature of exclusion emerged as academic failure or delay since many classes were missed when suspended or expelled (Caton, 2012).

Investigation into the subjectivity behind suspensions couched in the tenants of zero-tolerance yielded interesting conclusions. The student handbook of an urban Midwest school cited gang violence, chronic misconduct, fighting, weapon violations, drug or alcohol use or possession, and verbal abuse as suspendable offenses. Researchers spent a semester in two freshman classes to observe the phenomenon of school removal in the context of the classroom. The findings suggested that not only do children of color experience disproportionate exclusion, but that it is often the result of nonviolent behavior. Lack of effective classroom management was suggested as a plausible culprit in contributing to the disproportionality (Vavrus & Cole, 2002). The contention is that "it is in moment-by-moment interactions that decisions are made about who may stay in class and who will be suspended" (Vavrus & Cole, 2002, p.109).

Data that supported the disproportionality between Black and White students indicated that an increase in suspensions of 120% was noted for Black students from 1972 to 2000, while only a 64% increase was realized for White children (Kinsler, 2011). This discipline gap continued to raise concern among those questioning the value of zero-tolerance policies. In fact, one study of an urban district indicated that with the expansion of such policies, the racial discipline gap was exacerbated. Seventy more Black students were recommended for expulsion per year following the expansion (Hoffman, 2014).

The examination of factors surrounding exclusionary practices yielded results that suggested that the higher the percentage of Black students in a school, the harsher the punishments wielded and the greater use of suspension and expulsion. The study indicated that race represented the greatest predictor of exclusionary discipline (Skiba et al., 2014). This same contention echoed the findings by the APA Zero-tolerance Task

Force (2008). This concern regarding the disparate disciplinary outcomes for children of color continued to fuel research and contributed to the critical analysis of zero-tolerance policies.

The effects of the social issues that young people of color, who also lived in poverty, encountered made their way into the school environment making volatile outbursts inevitable. Zero-tolerance policies affected these students more significantly because they were already compromised before entering the educational domain. These instances placed great challenges before educators; however, responding with zero-tolerance created the differing and negative fallout for children precedingly at risk (Casella, 2003). The idea of punishing the dangerous nature of students often resulted in a preventative stance where students were penalized for actions that suggested dangerousness (Robinson, 2001).

Low income minorities often exhibited academic needs that are further exacerbated when removed from school. Patterns observed throughout the country indicated that children who struggle academically often manifested frustration through acting out behaviors that resulted in suspension or even expulsion. Ironically, the system in schools mirrored that of society. The ill-behaved were removed and separated from others who were considered to be well mannered (Noguera, 2003). This separation also increased the academic gap between Black and White students (Gregory, Skiba, & Noguera, 2010).

An analysis of charter schools, conducted by Center for Civil Rights Remedies, found much the same discipline gap between White and Black students (Blad, 2016). While 5,000 schools were examined, over 500 of them had gaps that exceeded 10

percentage points and even more so for students with disabilities. The disparities were greater in charter schools than in public schools (Blad, 2016). Regardless of where it occurred, disparate discipline remained evident in schools that compromised outcomes for students of color.

Research supported the unfairness of the impact of zero-tolerance policies and the overrepresentation of certain groups of children. The group that experienced the disproportionality of discipline most significantly included Black males (Skiba et al., 2011). The work of the Obama administration focused on acknowledging and minimizing these disparities. The realization that changes were necessary in schools to offset past negative impacts became part of the political emphasis and highlighted the need for restorative justice, citing those efforts that dealt with behavior but kept students in school (Okilwa & Robert, 2017). Furthermore, pedagogy and discipline were intertwined and required attention to management within the classroom, as well as, the student and teacher interconnection (Cornell & Mayer, 2010).

The unintentional disproportionality that rose out of zero-tolerance policies came under fire by many critics. Most recently, President Obama indicated the need to examine the disparate impact that resulted in the overrepresentation of specific student groups, even though the discrimination was not intentional. Testimony from educators conveyed the concern that consideration of racial implications of discipline might place undo restrictions on classroom management. Others supported the concept of introducing supports and interventions as a means to improve outcomes for all students and reduce the disparity (Zehr, 2011).

Research that pulled from multiple data basis investigated the perception of African American students about the fairness of discipline in their schools. Three strategies were identified that schools typically use to gain social control: SROs, surveillance, and zero-tolerance policies. This study supported the notion that African American students viewed inequities in both regulations and implementation between them and White students (Kupchik & Ellis, 2008). This perception aligned with the previously noted research that highlighted racial disproportionality in school discipline.

Losen (2013) focused on the unintentional outcomes of policies that, at face value, seemed to support school safety. "Unconscious racial bias" (Losen, 2013, p. 388) led to the analysis of the three prongs of disparate impact theory. He identified these as an indifferent policy that results in negative outcomes for certain races that is disparate to others, a policy that involves the removal of students is actually necessary for the education of all, and that there are better substitutes for exclusionary consequences. Losen (2013) concluded that policies that support or mandate suspension or expulsion were not justified and did not meet the initial intentions supporting such policies.

As attention became focused on the disproportionate effect on students of color, an emphasis arose to examine the functionality of zero-tolerance policies. Although advocates of zero-tolerance policies often cited the decrease in school violence (Sughrue, 2003), the opposition challenged the veracity of a causal relationship between reduced violence and the policies (Skiba & Peterson, 1999). Ironically, Black middle school students from New York City Public Schools indicated that they felt less safe in classrooms than their White counterparts and cited "disciplinary unfairness and peer

racial tension playing a larger role in safety in the classroom and outside of school" (Lacoe, 2015, p. 156).

Zero-tolerance policies resulted in increased exclusionary practices overall and Black students in particular. Evidence continued to be lacking that linked any improved school safety or changes in behavior with the use of harsher punishment (Peterson, Larson, & Skiba, 2001). Black youth, especially males, in recent years have a greater likelihood of suspension from school than their White peers (DeMatthews et al., 2017). Even though poverty was often identified by practitioners as the root of the problem, poverty and race independently operated in predicting various types of school discipline or consequences. Socio-economic status was more likely to predict a school's use of surveillance, while race predicted the use of law enforcement to handle school related discipline (Irwin, Davidson, & Hall-Sanchez, 2013).

One study analyzing the disciplinary practices of 294 public schools, suggested that the approximate number of minority students in a school at least somewhat explained the harshness of punishments that fueled the School-to-Prison pipeline disproportionately (Payne & Welch, 2010). "When considering the criminal justice approach to school discipline, the considerable overrepresentation of Black students receiving punitive consequences to problem behavior is of particular concern" (Payne & Welch, 2010, p. 1022). Furthermore, one explanation suggested implied that perceptions of teachers and administrators may result in harsher consequences (Payne et al.).

For example, as previously noted, teachers of Black students are predominantly White females and their perceptions of defiance may be a result of cultural dissonance.

They misinterpret the actions of Black pupils who embrace their culture that is more boisterous, vocal, and engaging in greater physical contact (Nichols, 2004).

The parallel between school discipline and the manner by which Black men experience the criminal system was also pegged by the researchers (Payne et al., 2010). The disproportionality adversely affected city schools that served large numbers of children of poverty and color (Brown & Beckett, 2006).

Efforts to combat disproportionality cited teacher relationships as one such avenue to build a stronger foundation for the educational experience (Boccanfuso & Kuhfeld, 2011; Fabelo et al., 2011). Wayman (2002) contended that alienation occurred for many students who did not have positive relationships with teachers and often led to quitting school before securing a diploma. Racial bias was also identified as a contributing perception held by pupils that heightened this alienation.

The disproportionality in school discipline that negatively affected African American males as previously illustrated was supported throughout the literature. Zero-tolerance policies initiated an era of harsh punishment applied without regard to the specifics of the case. Kelly (2010) alluded to possible other contributors to this disproportionality since research did not supply evidence that greater misbehavior by Black males was the conduit to this inverse relationship. The role of bias in teachers' discretionary decisions prompted questions of differential discipline (Wayman, 2002). The discussion of how to identify the root of this disproportionality naturally segues into the classroom and the relationship with the school that begins with the student and teacher.

Teacher and Student Relationships

Caring as central to the teacher-student relationship is not a novel concept (Wu, Hughes, & Kwok, 2010; Furrer & Skinner, 2003). Too often teachers were reported as misinterpreting student behavior and focusing on changing students as opposed to designing an environment conducive to student engagement (Garza, 2009). An instructional manner to address misbehavior focused on teachers and their pupils within the classroom that minimized the need for removal from instruction (Brown & Beckett, 2006).

Cincinnati Public Schools implemented a district discipline plan that encompassed a set of rules and an instructional approach. The methods outlined were developed to minimize racial bias on the part of the teacher. A common set of expectations and understandings seemed to promote a system of discipline that yielded less disproportionality between minority and White students (Brown & Beckett, 2006). The involvement of teachers in the discussions was critical to encourage other tactics beyond removal.

Teachers were in the classroom typically without other observers unless an evaluation was in process. Thus, the determination of the role of bias in decisions related to behavior remained difficult to discern. A myriad of variables influenced the teachers' decisions, including the relationship with the student. "If we assume the unconscious racial bias is pervasive, and varied in degrees, one would expect teachers in the aggregate would have a greater tendency to perceive Black students were more often misbehaving," (Losen, 2013, p. 391) and might explain the initiation of overrepresentation in school discipline outcomes.

The likelihood of blatant discriminatory action by the teacher manifested in the classroom was minimal. North Carolina suspension rates yielded a disproportionate number of Black students suspended for offenses referred by the teachers for infractions such as dress code and cell phone violations (Losen, 2013). Cultural difference between teachers and students also exacerbated misinterpretation of behavior and often resulted in removal (Townsend, 2000).

Negative reinforcement was also noted as a contributing factor to teacher ineffective response to behaviors in the classroom. The annoyance internalized by the teacher from continued disruption or lack of understanding on the part of the student was handled by removing the student. This in turn reinforced the teacher's removal of the student and elimination of the problem. When the teacher used removal to solve the issue, the focus landed most squarely on the teacher's behavior rather than the child's (Maag, 2012).

Maag (2012) recommended that teachers be cognizant of the reasons students misbehave: to garner attention or to escape a task. The need to address teacher behavior continues to be discussed since disproportionality begins in the classroom. Cultural dissonance resonated in classrooms with mostly White teachers who were unfamiliar and uncomfortable with the diversity. Many young, unexperienced teachers experienced more challenges with teaching students who were culturally different and encountered confrontations during the school day (Cartledge et al., 2001).

Consideration of the negative outcomes for Black males led to investigate the root of this disparity. Some research implied that girls connected more easily with teachers than boys (Hughes, 2011; Buyse, Verschueren, &Doumen, 2011) and minority children

struggled with teacher relationships, and teachers reported difficulties as well (McGrath & Van Bergen, 2015). However, the relationship between the student and teacher had the potential to positively impact the trajectory of the students' lives. These relationships afforded students a resource for the future and protection during the school years from adverse situations. Conversely, negative relationships were found to suggest that adverse effects impacted employment as students emerged into adulthood (McGrath & Van Bergan, 2015).

One study sought to analyze the effectiveness of a program developed within an urban high school. This program focused on identifying at-risk youth and connecting them with one significant teacher in the school. Specifically, the high school students involved were African Americans existing in a poverty-stricken environment. This five-month program was constructed to enhance a relationship with at least one teacher to evaluated whether such a relationship would result in more positive outcomes than typically experienced by the student. The anticipated results included a positive impact on the socio-emotional aspects of the students and their academic performance. The actual outcome noted increased academic performance, but limited date to support an impact on socio-emotional growth (Murray & Malmgren, 2005).

Murray and Zvoch (2011a) contended that trustful relationships between teachers and students served as a prerequisite to the teaching learning endeavor. Diminished aggressive behaviors of African American students were associated with supportive, positive relationships with their teachers (Meehan, Hughes, & Cavell, 2003). While caring was widely identified as necessary in the student-teacher relationship,

understanding of the student by the teacher promoted a connectedness according to high school students (Cooper & Miness, 2014).

Cooper and Miness (2014) conducted semi-structured interviews with 33 secondary school students related to 65 relationships among teachers and students. Findings suggested that "80% of the non-caring relationships involved students of color" (Cooper & Miness, 2014, p. 282) in a school that was predominantly staffed with White teachers. Many of these same students did not perceive that teachers understood them as individuals, possibly contributing to the notion of disproportionality in disciplinary outcomes.

The importance of relationships between teachers and their students cannot be underestimated since outcomes for students are significantly impacted by such associations (Claessens et al., 2016). In fact, Decker, Dona, & Christenson (2007) presented findings that indicated a decrease in suspensions for children of color when positive student-teacher relationships were reported. They further suggested that future research might investigate the level of cultural responsiveness present in teacher practice.

Research implied that African American males were less positive about their school experience and relationships with teachers than White students or females. Female students might have been less inclined to argue with their teachers than Black males and this might have explained the differences in perceptions of student about school and their teachers (Ding & Hall, 2007). Negative relationships with teachers resulted in increased conflict with teachers and students reported a lessened sense of safety (Engels et al., 2016).

Murray and Zvoch (2011b) analyzed relational issues among 193 African American students from three Chicago schools. The students were predominantly from homes below the poverty line with low performance on standardized tests. Teachers and students served as respondents to identify their perceptions on relationships with one another. The findings suggested that African American males who exhibited problem behaviors reported less positive relationships and reduced amounts of trust. This lack of positive relationships with teachers seemingly contributed to already unsocial behaviors.

Teachers can influence outcomes for students in a myriad of ways and relationships significantly impact the classroom culture. The teacher can "make cognitive efforts to change the trajectory of the relationship as she changes the interactions she has with the student" (Newberry, 2010, p. 1702). Newberry (2010) contended that emotional responses from teachers impacted causatum for students and the interconnection greatly affected student attitude. When the relationship was effortless, the association tended to come naturally, while more challenging ones were often abandoned and the student subject to negative school experiences.

Trustful relationships between the student and teacher benefitted the entire classroom since students who trusted their teachers were more inclined to follow rules, directions, and take guidance. Teachers expressed that discipline was more manageable and greater flexibility was exhibited when dealing with behaviors. Students accepted the consequences for their actions and identified the teacher as interested in the student's welfare (Russell, Wentzel, & Donlan, 2016).

The knowledge that relationships have the potential offset negative outcomes for students of color, and African American males in particular seems to present a logical

antidote to the disproportionality that has been identified. So, why does this phenomenon continue to exist and even increase? Critical Race Theory is one perspective that can provide a lens to offer insight into this persistent problem.

Critical Race Theory

Racism has been a part of America's culture from its inception. The White Anglo-Saxon Protestant settlers unilaterally infiltrated the land of the American Indians and took possession by force. The notion of White supremacy is a critical feature that is woven in the fabric of culture, history, and practice in the United States. The Civil Rights movement began the discourse of inequality but advocates for change were discouraged by the lack of progress. The rise of dissatisfaction led to a movement. Derrick Bell, a former law professor at New York University, is considered the father of the movement coined critical race theory (Delgado & Stefanic, 2001).

The movement, emerged in the 1970s and was rooted in the legal arena. Critical race theory "questions the very foundations of the liberal order, including equality theory, legal reasoning, enlightenment rationalism, and neutral principles of constitutional law" (Delgado & Stefanic, 2001, p. 3). Jett (2012) identified four consistent conventions noted within the theory. Racism is a typical facet of American society and not an oddity. It further is promulgated through the use of narratives that demonstrate the benefit to the dominant culture with no enticement to eliminate racism. Race is a social creation that serves a purpose and has an endemic effect and the reality of racism is a constant. Finally, critical race theory supports the notion that being White is a proprietary element that can only be possessed by Caucasians.

Jett (2012) suggested that the affirmative action initiatives were of great benefit to White women and politically veiled the mandate as a means to provide opportunity to people of color. Critical race theory supports the notion that the dominant class enacts legislation and practices that seem to assist the oppressed but do so only if the benefit is reaped by them as well (Ladson-Billings, 1999). The implications of racism further extend to education and the vestiges of curriculum and instruction.

Wallace and Brand (2012) relied on critical race theory to undergird the study of culturally responsive pedagogy. The acknowledgment of the role of race and racism in the student-teacher relationship cannot be diminished, nor can a pretense of color-blindness be legitimized. The legal process also makes the claim of color-blindness, yet the outcomes for people of color delegitimize this notion.

Summary

The problem of disproportionate discipline of African American males has become exacerbated during the last quarter of a century, and schools have continued to implement policies that subjugate future opportunities for this vulnerable population (Flynn et al., 2016). Research illustrates the positive impact that strong, supportive, trustful relationships between teachers and students can have on students' well-being and outcomes (Claessens et al., 2016).

By understanding the teacher's perspective, this study seeks to identify ways to interrupt the Black male's point of entry into the school's discipline system. If relationships can be developed in a way that teachers better understand their pupils, then

possibly varied strategies can be implemented to address misbehavior and redirect students.

Research exists that places a focus on ways that teachers can minimize removal of students from their classrooms using positive approaches (Maag, 2012). However, aspects of the teacher-student relationship that are specific to African American males and teachers is significantly lacking in the previously identified research. This insufficient probing attests to the need for further investigation into the perspectives of teachers and their thought process when making the decision to remove an African American male from the classroom.

Chapter 3

Methodology

Schools need to be places where all students are empowered to learn and expand their understanding of the world, and discipline is necessary to ensure an orderly learning milieu. However, school personnel must purposefully and thoughtfully manage the classrooms and the school so that certain groups of students are not inadvertently denied educational opportunity. The purpose of this study is to understand the events in the classroom that contribute to the disproportionality of Black males' removal from school.

The use of Q methodology was deemed to be an appropriate approach to study the conditions in classrooms that contribute to disparate discipline of African American males. The teacher perspective can be harnessed using this method and offers a glimpse into the decisions that lead to the removal of students from the classroom. The classroom often serves as the entry point for students into the school discipline system that leads to suspension or expulsion. Thus, collective viewpoints can provide an opportunity to analyze the perspectives of urban high school teachers.

This chapter provides a clear explanation of Q methodology and the implementation of the Q-sort. The participants are identified, and the procedures are outlined, followed by the analysis of data using the PQMethod. Validity, reliability, and generalization will be addressed.

Explanation of Q methodology

Q methodology serves the purpose of systematically studying subjectivity in research, and, although, the roots are found in psychology, it also applicable to other

fields (Stephenson, 1993). William Stephenson's introduction of Q methodology emerged in 1935 as an adjustment, with additions to Charles Spearman's factor analysis. The investigation of subjectivity is achieved through the exploration of the rank order of statements (Paige & Morin, 2016). This approach has continued to grow in popularity as a mixed-methods' process (Watts & Stenner, 2012).

The rationale behind using Q methodology for this study lies in the innate ability to develop a description of the viewpoints of a certain topic. In this case, the topic is the disparate discipline outcomes for male students of color. Furthermore, Q methodology provides a framework to communicate subjectivity allowing for analysis (van Excel & de Graaf, 2005). The participants use a sorting process to reveal their subjective viewpoints, which are then rendered through factor analysis, providing information about their similar and different perceptions (van Excel & de Graaf, 2005).

Instrumentation

Prior to initiating a Q methodological investigation involving Q-sort, a concourse must be developed that is representative of a set of statements that encompass the wide range of perceptions, opinions, or attitudes of participants. Such a concourse was designed from a myriad of sources. The researcher's personal experience in urban high schools, where statements of opinion were shared, provided augmentation to those ideas that surfaced through the extensive review of the literature as cited in Chapter 2. Previously, a survey was shared with educators from an urban high school which also contributed to the development of the collection of statements.

A survey was conducted electronically to solicit insight from the teachers who work daily in the high school. The tool, Survey Monkey, consisted of an open-ended inquiry that afforded an opportunity to express ideas around the causes of overrepresentation of these young men in the suspension/expulsion data. The question was posed: Why do you think more males of color are suspended/expelled than other students?

Table 2 provides a list of responses from educators.

Table 2. *Responses to Question*

Respondent	Reasons Suggested
1	Lack of male role models
2	Bad reputation to maintain
3	Do not care
4	Education is not valued
5	No strong role model
6	Encounter much adversity
7	Tough home life
8	Don't know how to handle adversity
9	White educators - feel they can't relate
10	Bad personal experience
11	Insubordination causes disciplinary action
12	Focus on short-term things-no long-term goals
13	Allow apathy to take hold
14	Bad attitude
15	Street mentality-gang involvement
16	Violent in school-unsafe
17	No role model
18	No work ethic-want things for free
19	Entitled
20	No plan for a successful future
21	No one they can relate to
22	Males of color seem to be targeted because they lack discipline at home
23	Teacher/student relationships are weak
24	Are they suspended more often? I'm not sure about that

25	I have no idea
26	Lack of appreciation for what school has to offer
27	Violent life on the street-they can't leave it there
28	Frustration with the system
29	Lack interpersonal skills
30	Want to be feared-won't lose face
31	They often cannot control their emotions because they are so angry
32	No answer
33	Anger issues
34	Immaturity because they are not nurtured and then fly off the handle
35	They are in control at home-having to take care of everybody else and can't relinquish it in school
36	Some people claim to be colorblind, but they really don't get it that Black kids have a different culture
37	Difficulties at home lead to frustration at school
38	Some of the rules are destined to trip them up-they just can't always be quiet
39	Not a strong enough connection at school
40	They miss their old principal
41	Some teachers don't know how to help them de-escalate and it's downhill from there
42	Lack of teacher understanding can contribute to their getting into trouble
43	Peer pressure
44	School isn't meaningful to them sometimes
45	They have difficulty fitting in to the demands of the school
46	Many young boys have been struggling-what are we doing to help them?
47	Many of our young Black males that do get suspended thrive on intimidation of others
48	Involvement in gangs and outside of school criminal activity
49	Stealing has become a way of life for many boys-not just Black-and it catches up with them
50	Unwilling to submit to any authority
51	Their behavior is usually consistent-rob a store on the week-end and come to school and terrorize
52	They just need us more than ever-we have great kids-they need direction
53	I don't think they do get suspended more-it just seems like it because we are predominantly Black
54	I don't really understand this issue
55	Lack of value of education and don't want to be here
56	They tend to make their own rules
57	Anger issues consume many young boys in our school

The responses from teachers sharing opinions were taped as an additional resource for developing the concourse for the Q-sort. Other sources included the statements shared with the researcher while working in urban high schools, as well as an extensive review of the literature. The concourse evolves from ordinary, normal, regular conversations from daily experience (Brown, 1993). Watts and Stenner (2012) advised the broad coverage of ideas and opinions when designing the Q set so that a thoroughness of the phenomenon is evident.

Once the concourse was defined, the subset, comprised of statements for the Q-sort, was derived from the concourse. The framework chosen to arrange the statements involved identifying the statements in terms of positive, neutral, and negative. Watts and Stenner (2012) indicated that the number of items in the Q-sort should begin with a larger collection that can then be minimized through refinement processes. Thus, the investigator comprised a group of educators to review the items, offering feedback to ensure broad coverage and clarity of each statement.

The statements for the Q-sort were qualified as Positive, Neutral, and Negative. The statements include the following:

Positive Statements

1. Discipline in urban schools is doled out fairly.
2. The race of the student is an indicator of who will be compliant in my classroom.
3. The race of the student has no impact on my decision to remove the student from the classroom for misbehavior.

4. I am cognizant of bias in my decisions related to discipline of all students in my classroom.

5. I am more likely to be lenient with students who usually behave than students who often misbehave.

6. I tend to be more lenient on students who misbehave that have an unstable home environment.

7. I treat students who follow the rules of the classroom with more tolerance than students who misbehave.

8. I have positive relationships with all of my students.

9. My classroom is usually orderly.

10. I know about my students' lives and living situations.

11. I have positive relationships with all parents.

12. The race of the student is an indicator of how easy they are to deal with in my classroom.

13. I am confident in my ability to de-escalate situations in my classroom.

14. The race of the student is an indicator of who will develop positive relationships with me as the teacher.

Neutral Statements

1. I treat all students in my classroom the same.

2. I have had a student bring a weapon to school.

3. I am confident in my ability to teach in an urban school.

4. The SRO is often used as an enforcer in the school.

5. My teacher education classes prepared me to teach students of different races.

6. I believe the race of the student is an indicator of their attendance.

7. The race of the student is an indicator of how much teacher attention they require.

8. The race of the student is an indicator of how well the student and teacher relate to one another.

9. The race of the student is an indicator of whether the student has a role model in their lives.

10. The race of the student is an indicator as to how motivated they are to do well in school.

11. The race of the student is an indicator of how likely they are to come to class prepared.

12. The race of the student is an indicator as to how much they value education.

13. The race of the student is an indicator of how respectful they are to teachers.

Negative Statements

1. Teaching in an urban school is more difficult than teaching in other schools.

2. Students in other schools behave better that students in urban schools.

3. The misbehavior of students in urban classrooms often affects the learning of other students.

4. Violent behavior occurs in my classroom.

5. The race of the student is an indicator of violent behavior in my classroom.

6. The race of the student is an indicator of who will be sent out of my classroom for disruption.

7. The race of the student is an indicator of who will be sent out of my classroom for insubordination.

8. The race of the student is an indicator of the hostility of the student.

9. The race of the student is an indicator of the level of defiance of the student toward the educator.

10. The race of the student is an indicator of how intimidating they seem to be.

11. The race of the student is an indicator of how likely they are to get into fights at school.

12. The race of the student influences my tolerance of behavior.

13. The race of the student is an indicator of the frequency of a request for the SRO to my classroom.

The statements were designed to be ranked according to a Likert scale from most agree to most disagree. The purpose was to elicit the viewpoint of the participant encompassing a vast range of opinion statements about a particular phenomenon (van Exel & de Graaf, 2005).

Participants

Selecting the appropriate participants for Q methodology is a crucial task of the researcher. "Large numbers of participants are not required to sustain a good Q methodological study" (Watts & Stenner, 2012, p.72). Since generalization is not the purpose of this study, the quality, not the number of participants, was prioritized. Eleven urban high school teachers were elected to participate in the Q-sort from a high school in Ohio. The recruitment process involved a general email to the staff of the high school after securing permission from the district superintendent.

The importance of participant selection requires that individuals emerge from the "pertinent demographic group" (Watts & Stenner, 2012, p. 71). This study depicted

participants as high school teachers, in the urban setting, who have significant experience in the classroom teaching African American males. The choice of participants must be a function of the scope of inquiry at the heart of the study (Watts & Steiner, 2012). Thus, each of the 11 participants had a frame of reference to draw from when engaging in the Q-sort.

Procedures

Paige and Morin (2016) simplified the process of constructing the Q sample by defining the following steps:

1. Populate the concourse;

2. Select a preliminary Q sample;

3. Evaluate the Q sample with experts; and

4. Pilot Q sample and rank-ordering procedure with participants.

Each of these steps was followed with additional consideration from the writings of van Excel and de Graaf (2005), Brown (1993), and Watts and Stenner (2012).

The development of the concourse emerged from an extensive review of the literature, experience of the researcher, and comments from educators in the field. A list of opinions was then narrowed to design the Q sample consisting of 40 statements. These statements were shared with educators to evaluate the extensive range of opinions and clarity of expression. Finally, the researcher engaged three educators to pilot the ranking of the statements. Adjustments were then made accordingly.

The Q sample was limited to 40 statements to prohibit fatigue by the participants yet represent a myriad of opinions that ranged along the continuum of viewpoints. The sample was then shared with two colleagues of the researcher to conduct a mock Q-sort

to evaluate the clarity of directions and opinion statements. Adjustments were made as a result of the comments from the mock administration.

Q methodology requires participants to rank-order a collection of opinion statements after reading each one. A more in-depth explanation of the process will follow in a later chapter. Once each participant has completed the Q-sort, factor analysis is used to identify groupings and provide a basis for objective examination of the results (van Excel & de Graaf, 2005).

The participants were each provided a set of cards containing the Q-sort opinion statements for sorting. They were instructed to categorize them according to positive, negative, or neutral feelings toward the statement. Utilizing the Q Grid as illustrated in Figure 1, the sorting was then recorded for data entry.
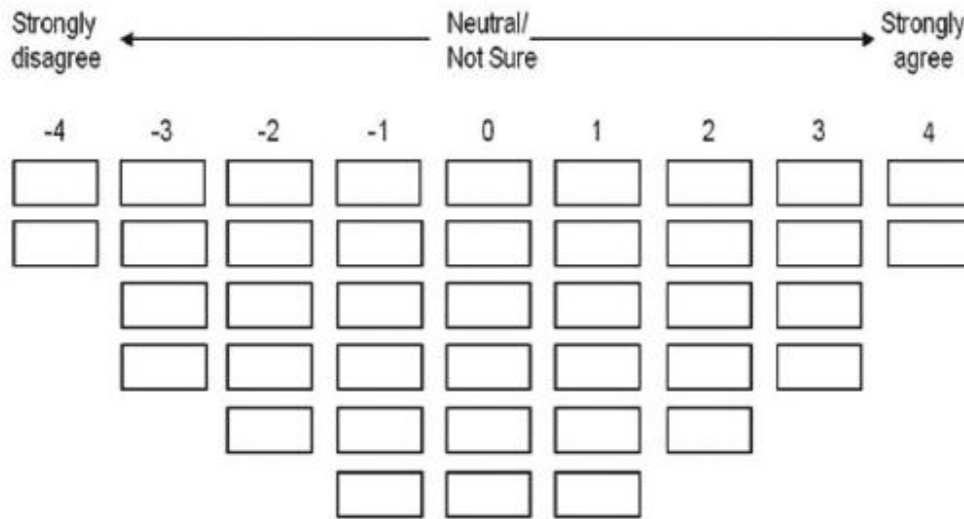
Figure 1. Q-Grid (Westbrook, McIntosh, Sheldrick, & Hare, 2013)

Ethical Considerations

The urban teacher perspective at the secondary level with experience teaching males of color was at the core of this research. The selection of participants required that a particular demographic of educators be accessed through urban high schools. Initially, letters requesting permission from the superintendents of two districts were electronically presented with an explanation and purpose of the study. The letters expressed a desire to invite high school teachers to participate who would represent the desired demographic and that confidentiality would be maintained for both the district high school and the teacher.

Teachers were emailed in both high schools once permission was secured from the superintendents. Eleven teachers were selected to complete the Q-sort. They were each provided documents requesting informed consent with the assurances that confidentiality would be maintained and that each participant could withdraw from the study at any time. Furthermore, participants were afforded the opportunity to request their data upon conclusion of the study.

Procedures were followed according the Youngstown State University (YSU) Human Subjects/Institutional Review Board (IRB).

Data Analysis

An effective analysis of the data involves employing the PQMethod as described by Watts and Stenner (2012). This process involves six required steps:

1. Step one explains the downloading of the software

2. Step two involves entering the opinion statements that are representative of the Q set in the study

3. Step three begins with data entry into the software using a coding system designed to maintain confidentiality and to adequately communicate information in the ending output file

4. Step four completes the process of factor extraction. Seven factors are extracted since the Q-sort contained 40 sorts, as recommended when more than 36 are involved in the study (Watts & Stenner, 2012). "People with similar views on the topic will share the same factor" (van Excel & de Graaf, 2005, p. 8)

5. Step five directs the researcher to rotate the factors. Using the rotated factor matrix, calculations must be conducted to identify significant factor loading, which in turn, is used to determine which of the Q-sorts possess a single factor, more than one factor, or none of the factors

6. Step six is used to create the factor arrays. A recommendation is conveyed that the factors should not be flagged automatically but be determined by the researcher.

The researcher followed these steps, acknowledging the precautions cited by the authors.

Demographic information of interest to the investigation was included. Specifically, gender, race, age, years of experience in urban education, and level of education attained were generated using a paper response form. These factors, through varimax rotation, informed the final analysis process that will be explained in a subsequent chapter.

Validity, Reliability, and Generalization

Reliability and validity are not commonly analyzed in Q methodology. In fact, "issues of validity consequently fade since there is no external criterion by which to

appraise a person's own perspective" (Brown, 1993, p. 106). Furthermore, Q methodology measures what is purported to be measured, thus, meeting the requirement of validity. Reliability lies in the rank ordering completed by participants that reflects points of views rather than the methodology (Watts & Stenner, 2012). The ability to replicate the study using Q exists because a finite number of opinions prevail on any subject (van Excel & de Graaf, 2005).

Q methodology is not conducive to generalization, nor is it designed to do so. Rather, the purpose of this method is to capture the subjective viewpoints of the selected participants through the Q-sort (Brown, 1993; Watts & Stenner, 2012). The limited number of participants included in the study also eliminates the value of forming generalizations to larger populations.

Bias is a concern in all research endeavors. Trochim and Donnelly (2008) cautioned against creating a climate wherein participants may be less forthright in an effort to present themselves in a positive light. Therefore, the researcher must refrain from influencing the participants' sorting decisions. This was accomplished by systematically conducting the study using consistent directions, explanations, and instructions for all participants. Furthermore, maintaining the confidentiality of participants through the coding of responses enhances the anonymity of each individual.

The Q sample was drawn from statements and review of the literature rather than from the researcher's preconceived notions. Communication with participants took the form of electronic conversation arranging the dates, times, and locations of the Q-sort administration. The participants exercised the freedom to arrange and rearrange the cards according to individual preferences.

"Q methodology combines qualitative and quantitative aspects, field and desk research, interaction and reflection" (van Excel & de Graaf, 2005, p. 17). The method, by its very nature, minimizes bias through the reliance upon the individual's feelings emerging through the sorting process that allows for viewpoints expressed independently.

Summary

This study proposed to increase insight about the disproportionality of discipline outcomes for African American males in schools. Understanding the perspective of urban secondary teachers, and how their viewpoints influence the decisions that lead to the disparate suspensions and expulsions of Black males, comprise the foundation of this research. Q methodology was deemed an appropriate approach to investigate the particular viewpoints, feelings, and perspectives of teachers who teach Black males.

The mixed-methods approach involved designing a Q sample drawn from the concourse. The sample was presented to participants, consisting of high school educators in the urban setting who teach Black males, to engage in the Q-sort. Then, the PQMethod software was accessed to conduct statistical tasks. Findings will be articulated in the following chapter.

Chapter 4

Results

Chapter 4 provides a culmination of results emanating from the Q-sort completed by 11 participants. The participants were comprised of secondary urban educators with experience in the classroom. Throughout the Q-sort, an audio recording was necessary to collect the participant's perspective, as well as, answers to follow-up questions. A statistical program that is customized to meet the requirements of Q methodology, PQMethod, was used to perform the statistical analysis. The value of the PQMethod also lies in the ability of the researcher to complete all of the necessary steps, including viewing results, without exiting the program (Schmolck, 2014).

The correlation matrix arises from the intercorrelation of each Q-sort with the others. These patterns identify the similarities and differences that ultimately produce the factors. "The basic function of a factor analysis is to account for as much as we can about the relationships that hold between the many Q-sorts in the group-through the identification of…common or shared meaning" (Watts & Stenner, 2012, p. 98).

Varimax factor rotation, a data reduction technique, identified three factors utilizing eigenvalues greater than 1.00 (Table 3). The eigenvalue is an indicator of the statistical strength of the factor and its power to offer explanation (Watts & Stenner, 2012). However, factor three indicated that 2PART9 separated out, causing a defining sort. Thus, two factors were extracted that consisted of a distinctive viewpoint, explaining 63% of the study variance.

Two factors were extracted, each representing a distinct perspective. Factor One, labeled *Relationship Builders,* implied that while confident in the ability to teach in an urban school, the job is difficult because student behavior is a challenge to manage and affects the learning of others. Factor Two, labeled *Confident Pragmatic,* maintained that the SRO is often used as an enforcer and that the student's race impacts the need to call for this level of support.

The construction of model perspectives, using ranked statements with positive z scores greater than 1.00 was completed for each factor, including ranked negative z scores larger than -1.0. The prominent opinions reflected in each viewpoint were defined and clarified by distinguishing statements with significance at $p < 0.01$ according to corresponding z scores. Transcriptions of audio recordings collected throughout the Q-sort process and post-interviews were examined to illuminate major themes that emerged in the perspectives of secondary urban educators of the classroom experience.

Quantitative and qualitative data collection provided a mixed-methods' approach to extract meaning from the perspectives of urban educators. Essential demographic data collected enhanced the profile for each participant and sought patterns to enrich understanding of perspectives. Results of the analysis were used to respond to the initial research questions that framed the study:

1. What are the behaviors exhibited by students that urban teachers identify as warranting removal from the classroom?
2. Do urban teachers acknowledge the disproportionality of suspensions and expulsions of African American males?

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3. What strategies can be employed in the classroom to improve the student-teacher relationship with African American males?

4. In what ways do beliefs of the classroom teacher impact the point of entry for Black males into the disciplinary system?

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Data Analysis

</div>

Correlation Matrix

Following the extraction, a correlation matrix was utilized to examine the scores of individual sorts as related with every other sort. The correlation matrix encompasses all of the sorts gathered and, therefore, comprehensively represents variability and essence of the investigation (Watts & Stenner, 2012). Correlations, scored on a scale that ranges from +1.00 to -1.00, illustrate similarities: positive numbers, and differences: negative numbers. Thus, a correlation of 0 indicates no shared information between two variables. High positive correlations over +0.60 indicate a statistical relationship exists between two variables. Minimal evidence of a relationship is determined by low correlations under +0.30. However, large, negative correlations (-0.85) imply that high scores, relative to one variable, associate with low scores on the corresponding second variable and conversely as well. Participants are coded by an assigned number from 1 to 11.

"The standard error for a zero-order factor loading is $SE = 1/\sqrt{N}$, where N is the number of items in the Q sample" (McKeown & Thomas, 2013, p. 53). McKeown and Thomas (2013) expounded on this describing that $2.58 \times \sqrt{N}$ as statistically significant at the .01 level. This study contained 40 statements in the Q sample, and the standard error of factor loadings displayed in Table One is $SE = 1/\sqrt{44} = 0.16$. Thus, to be statistically

significant for this research investigation, calculated as 2.58 x 0.16 = 0.41, a correlation must be ± .41.

The correlation matrix analysis between the 11-Q is provided in Table 3. Correlations found to be statistically significant are identified by bolded print.

Table 3. *Correlation Matrix Between Sorts*

Sorts	1	2	3	4	5	6	7	8	9	10	11
1 PART8	1.00	0.37	**0.54**	**0.42**	**0.54**	0.39	0.35	0.40	**0.43**	**0.44**	**0.46**
2 PART9		1.00	0.22	0.36	0.39	**0.47**	0.31	0.12	**0.43**	0.21	0.22
3 PART10			1.00	**0.55**	**0.70**	**0.68**	**0.57**	**0.65**	**0.63**	**0.43**	**0.69**
4 PART1				1.00	**0.68**	**0.43**	**0.66**	0.38	0.20	**0.41**	**0.49**
5 PART11					1.00	**0.70**	**0.68**	**0.61**	**0.53**	**0.57**	**0.72**
6 PART6						1.00	**0.54**	**0.57**	**0.60**	**0.49**	**0.57**
7 PART5							1.00	**0.54**	0.32	**0.44**	**0.52**
8 PART3								1.00	**0.53**	**0.50**	**0.57**
9 PART4									1.00	0.30	**0.59**
10 PART7										1.00	**0.41**
11 PART2											1.00

The results of Table 3 revealed many moderate-to-high correlations between participants, as indicated by values of 41 or higher ($r \geq .41$). These are identified by bold print. The results also revealed low correlations, or disparities and disagreements,

between responses ($r < .41$). In an effort to account for variability and look for shared meaning in the data, continued analysis involved identification and removal of common variance from the results. Principal component analysis (PCA) is one data extraction method that "will resolve itself into a single, mathematically best solution, which is the one that should be accepted" (Watts & Stenner, 2012, p. 99). PCA was found to be the desired approach to determine the number of extracted factors for this study.

Cumulative Communality Matrix

The Cumulative Communality Matrix provides information that indicates the amount of common variance that an individual sort has with all other viewpoints in the research investigation. Low communality signifies an atypical or different perspective, while high communalities indicate that a Q-sort rates as highly representative of the entire group. Table 4 represents the Cumulative Communality Matrix, which illustrates that Factor 1 and Factor 2, combined, account for 63% of the common variance.

Table 4. *Cumulative Communality Matrix*

	1	2	3	4	5	6	7	8
Sorts								
1 PART8	0.43	0.46	0.46	0.75	0.94	0.97	0.97	0.98
2 PART9	0.22	0.72	0.93	0.93	0.95	0.95	0.96	0.97
3 PART10	0.72	0.73	0.78	0.79	0.82	0.83	0.91	0.91
4 PART1	0.48	0.55	0.83	0.84	0.88	0.88	0.89	0.94
5 PART11	0.80	0.82	0.83	0.83	0.83	0.85	0.85	0.85
6 PART6	0.65	0.69	0.69	0.71	0.81	0.81	0.94	0.94
7 PART5	0.56	0.63	0.72	0.79	0.80	0.85	0.88	1.00
8 PART3	0.56	0.61	0.73	0.73	0.76	0.89	0.91	0.99
9 PART4	0.48	0.68	0.86	0.87	0.87	0.87	0.89	0.90
10 PART7	0.41	0.46	0.47	0.76	0.93	0.97	0.97	0.97
11 PART2	0.63	0.64	0.69	0.71	0.76	0.89	0.94	0.94
Cum expl. Var.	54	63	73	79	85	89	92	95

Unrotated Factor Matrix with Eigenvalues

Table 5 illustrates the unrotated factor matrix with eigenvalues. Eigenvalues are used to determine the number of factors to retain for the final analysis. Reliance on the Kaiser-Guttman criterion (Watts & Stenner, 2012) indicates that factors with eigenvalues of 1.00 or greater are considered for extraction. Factors' extraction resulting in Factors 1 and 2 constitutes 63% of the common variance and all participants' viewpoints are represented. Prior to rotation, eigenvalues ranged from 5.9465 rounded to 5.95 to 0.2828 rounded to 0.29. Although Factor 3 had an eigenvalue of 1.0108, the researcher determined that the calculation was borderline.

Using the PQMethod, the 11-Q-sorts were intercorrelated and factor-analyzed. Two factors were extracted and rotated, since combined they comprised 63% of the total study variance. The factor analysis deemed sets of participants that can be logically grouped citing similar perspectives or points of view. Watts and Stenner (2012) suggested eigenvalue factors of 1.00 or greater be retained and the Kaiser-Guttman criterion be used to justify those chosen. For this study, a two-factor model was considered as the most efficient and parsimonious model in explaining the participants' viewpoints.

Table 5. *Unrotated Factor Matrix with Eigenvalues*

Sorts	1	2	3	4	5	6	7	8
1 PART8	0.65	0.17	0.07	0.54	-0.43	0.17	0.05	-0.10
2 PART9	0.47	0.70	0.46	-0.04	0.14	0.06	-0.10	0.10
3 PART10	0.85	-0.08	-0.23	-0.11	-0.18	0.06	0.28	-0.05
4 PART1	0.70	-0.26	0.53	-0.13	-0.20	-0.04	0.08	0.23
5 PART11	0.90	-0.09	0.11	-0.04	-0.01	-0.15	-0.03	0.04
6 PART6	0.81	0.19	-0.08	-0.14	0.31	-0.06	0.35	-0.06
7 PART5	0.75	-0.28	0.30	-0.26	0.09	0.23	-0.19	-0.34
8 PART3	0.75	-0.23	-0.35	0.02	0.17	0.36	-0.12	0.28
9 PART4	0.69	0.45	-0.43	-0.08	-0.01	-0.01	-0.15	-0.05
10 PART7	0.64	-0.23	0.07	0.54	0.42	-0.19	-0.05	-0.04
11 PART2	0.80	-0.08	-0.22	-0.14	-0.23	-0.37	-0.21	0.02
Eigenvalues								
% expl.	**5.95**	**1.03**	1.01	0.72	0.64	0.42	0.35	0.29
Var.	**54**	**9**	9	7	6	4	3	3

Varimax Rotation

"Varimax is an excellent means of revealing a subject matter from viewpoints that almost *everybody* might recognize and consider to be of importance" (Watts & Stenner, 2012, p. 126). This preferred method is both reliable and objective according to Watts and Stenner (2012). The rotation offers a weighted average, or factor. This, in turn, indicates just how closely aligned each participant's perspective is with the others.

Traditional factor analysis correlates and categorizes variables, while Q methodology treats each participant's data or responses from the Q-sort as a single variable (Brown, 1993). In other words, in Q methodology, the participants are correlated and categorized by their responses. "By rotating the factors, the investigator muddles about the sphere of opinions, examines it from different angles" (van Exel & de Graaf, 2005, p. 10). Table 6 provides an illustration identifying the extent to which every Q-sort was associated with every other participant following the rotation. In this two-factor

model, X indicates the factor with which every participant most prominently connects.

All 11 participants are identified with an X using the 2-factor solution.

Table 6. *Factor Matrix with an X Indicating a Defining Sort*

Factors	1 (*Relationship Builders*)	2 (*Confident Pragmatic*)
Sorts		
1 PART8	**0.6532X**	0.1715
2 PART9	0.4718	**0.7023X**
3 PART10	**0.8483X**	-0.0776
4 PART1	**0.6955X**	-0.2561
5 PART11	**0.8991X**	-0.0878
6 PART6	**0.8066X**	0.1876
7 PART5	**0.7457X**	-0.2788
8 PART3	**0.7462X**	-0.2270
9 PART4	**0.6902X**	0.4538
10 PART7	**0.6430X**	-0.2251
11 PART2	**0.7953X**	-0.0793
% expl.Var.	54	9

Note. X indicates significant factor loading

All 11 of the Q-sorts loaded significantly on one of the two factors. Combined,

Factors 1 and 2 explain 63% of the study variance. This suggests that all participants fit

within the 2-factor model. Table 5 reveals factor-defining sorts, indicating that

individuals, or sorts, have been categorized into a factor since they illustrate similar

sorting patterns. These patterns, in turn, suggest similar viewpoints. For instance, the 10

individuals, or sorts, classified as factor 1 are categorized together since they share a

distinctive viewpoint. According to Job van Exel and Gjalt de Graaf (2005), individuals

"with similar views on the topic will share the same factor" (p. 8).

Q-Sort Statements with Corresponding Ranks

Z scores were examined to determine the extent to which each factor agreed with

each statement. Watts and Stenner (2012) explained that in order for cross-factor

comparisons to occur, the "total scores must be converted into z (or standard) scores" (p.139). These weighted, average scores reveal the level of agreement or disagreement found within every factor or perspective.

Table 7 provides information related to those statements that represent the highest levels of agreement, or positive z scores and disagreement, or negative z scores for factor 1, identified as the *Relationship Builders*. Only ranked scores for Factor 1 that are near or greater than 1.00 are included.

Table 7. *Ranked Scores for Factor 1, z Scores Near or Greater than 1.00*

No.	Statement	Z-SCORES
3	The race of the student has no impact on my decision to remove the student from the classroom for misbehavior.	1.807
17	I am confident in my ability to teach in an urban school.	1.778
30	The misbehavior of students in urban classrooms often affects the learning of other students.	1.586
15	I treat all students in my classroom the same.	1.539
10	I know about my students' lives and living situations.	1.464
13	I am confident in my ability to de-escalate situations	1.402
8	I have positive relationships with all of my students.	1.261
11	I have positive relationships with all parents.	1.207
9	My classroom is usually orderly.	1.134
24	The race of the student is an indicator as to how motivated they are to do well in school.	-0.730
36	The race of the student is an indicator of the level of defiance of the student toward the educator.	-0.779
25	The race of the student is an indicator of how likely they are to come to class prepared.	-0.842
35	The race of the student is an indicator of the hostility of the student.	-0.852
40	The race of the student is an indicator of the frequency of a request for the SRO to my classroom.	-0.909
31	Violent behavior occurs in my classroom.	-0.990
32	The race of the student is an indicator of violent behavior in my classroom.	-0.995
2	The race of the student is an indicator of who will be compliant n my classroom.	-1.116
39	The race of the student influences my tolerance of behavior.	-1.215
34	The race of the student is an indicator of who will	

	be sent out of classroom for insubordination.	-1.319
14	The race of the student is an indicator of who will develop positive relationships with me as the teacher.	-1.435
33	The race of the student is an indicator of who will be sent out of my classroom for disruption.	-1.436

Complete results of the *z* scores for all statements are provided in Appendix A.

Table 8 displays similar results for Factor 2 and are also included in Appendix A. Table 8

illustrates the ranked *z* scores for Factor 2, the *Confident Pragmatic*. Only ranked scores

for Factor 1 that are near or greater than 1.00 are included.

Table 8. *Ranked Scores for Factor 2, Z Scores Near or Greater than 1.00*

No.	Statement	Z-SCORES
9	My classroom is usually orderly.	1.822
17	I am confident in my ability to teach in an urban school.	1.822
10	I know about my students' lives and living situations.	1.366
11	I have positive relationships with all parents.	1.366
22	The race of the student is an indicator of how well the the student and teacher relate to one another.	1.366
30	The misbehavior of students in urban classrooms often affects the learning of other students.	1.366
13	I am confident in my ability to de-escalate situations in my classroom.	0.911
15	I treat all students in my classroom the same.	0.911
16	I have had a student bring a weapon to school.	0.911
18	The SRO is often used as an enforcer in the school.	0.911
40	The race of the student is an indicator of the frequency of a request for the SRO to my classroom.	0.911
7	I treat students who follow the rules of the classroom with more tolerance than students who misbehave.	-0.911
28	Teaching in an urban school is more difficult than teaching in other schools.	-0.911
38	The race of the student is an indicator of how likely they are to get into a fight at school.	-0.911
29	Students in other schools behave better than students in urban schools.	-0.911
23	The race of the student is an indicator of whether the student has a role model in their lives.	-0.911
37	The race of the student is an indicator of how intimidating they seem to be.	-1.366
12	The race of the student is an indicator of how easy they are	

	to deal with in my classroom.	-1.366
20	The race of the student is an indicator of their attendance.	-1.366
6	I tend to be more lenient on students who misbehave that have an unstable home environment.	-1.366
1	Discipline in urban schools is doled out fairly.	-1.822
31	Violent behavior occurs in my classroom.	-1.822

Factor Arrays

Q Methodology is designed to seek perspectives on a particular subject. Therefore, a factor array illustrates a depiction of each factor's collective viewpoint. The typical sort for each factor is not necessarily reflective of an individual's Q-sort or the placement on the grid of statements by the participant. It is important to note that "the main goal of the factor array is to provide a *best possible* estimate of the relevant factor, and in so doing, to give a sense of what its 100% or perfectly loading Q-sort might actually look like" (Watts & Stenner, 2012, p. 141). Thus, what is common in individuals associated with a factor, is represented in the probable model sort for each factor array.

Ironically, only one participant loaded significantly on Factor 2. Analysis of Factor 2 reveals that the array is simply the equivalent of 2PART9's Q-sort. Thus, the factor array for Factor 2 represents only one participant's viewpoint or perspective. While this array may provide a divergent insight into the overall perspective of the urban secondary teachers, caution should be exercised by recognizing that this factor separates the participant out by default.

This study consisted of 40 statements used to capture the perspectives of 11individuals aimed at reduction of data to illuminate viewpoints rooted in common opinions. Factor extraction and rotation effectively reduced the 11 perspectives to two viewpoints. The effective use of the analytic process resulted in two common viewpoints,

and factor arrays provided its own unique Q-sort for Factor 1 and Factor 2. Figures 2 and

3 illustrate arrays for each of the two model factors. This format is helpful as it

assimilates the original platform for gathering the data during the Q-sorts.

Figure 2. Model Sort for Those Teachers Who Loaded Significantly on Factor 1

Strongly Agree   Strongly Disagree

-4	-3	-2	-1	0	1	2	3	4
14	2	25	1	19	4	8	10	3
33	32	31	18	20	5	9	13	17
	34	35	21	22	6	11	15	
	39	36	24	23	7	16	30	
		40	27	26	29	28		
			12	37	38			

Variance = 4.70   St. Dev. = 2.17

Figure 3. Model Sort for Those Teachers Who Loaded Significantly on Factor 2

Strongly Agree   Strongly Disagree

-4	-3	-2	-1	0	1	2	3	4
1	6	7	3	2	4	13	10	9
31	12	23	5	21	8	15	11	17
	20	28	19	25	14	16	22	
	37	29	32	33	24	18	30	
		38	34	35	26	40		
			36	39	27			

Variance = 4.70   St. Dev. = 2.17

Factor Interpretation: Identifying Similarities and Differences of View

The factor arrays, demographic information collected, and transcriptions of

participants during the Q-sort and post-sort unstructured interviews were compiled to

provide a basis for viewpoint interpretations. Factor interpretation is designed to explain

the perspectives captured and shared. The feelings involved throughout the sort also

inform such interpretation and are captured through the audio recordings. As Watts and

Stenner (2012) contended, "the whole ethos of Q methodology is built around the

production of item configurations" (p.141).

A correlation analysis probing the relationships between the factors shows some

overlap between Factors 1 and 2 as evidenced in Table 9. A moderate correlation exists

between Factors 1 and 2, which suggests that the two factors share many viewpoints.

Previously, Table 6 indicated that all 11 participants (100%) were identified in Factors 1

and 2. This also suggests that Factor 1 holds a distinctive viewpoint, as 10 participants

(91%) were identified.

Table 9. *Correlation Between Factor Scores*

Factors	1	2
1	1.00	0.40
2	0.40	1.00

Additional information can be found in Appendix A comparing the ranking of

certain statements within each factor. The data are apparent that *z* scores facilitated the

comparisons between the statements. Such an example is evident where Statement 3

ranks high (1) in Factor 1, yet low (27) in Factor 2. These data inform the study as to

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which issues various viewpoints or perspectives were found to be most and least important.

The factor characteristics Table 10 provides data related to reliability and error messages for each of the two factor arrays. This informs the reliability of estimate of factors showing standard errors for differences in factor z scores. It is important to note that while 10 participants loaded predominantly on Factor 1, only one participant loaded predominantly on Factor 2, and this participant did not significantly load on Factor 1. Thus, this study indicated strong reliability and standard error measurements for Factor 1.

A critical consideration when analyzing Factor 2 is that it represents only one viewpoint. No other participants loaded significantly on the second factor

Table 10. *Factor Characteristics*

	Factors	
	1	2
No. of Defining Variables	10	1
Average Rel. Coef.	0.800	0.800
Composite Reliability	0.976	0.800
S.E. of Factor Z-Scores	0.156	0.447

Quantum Analysis of Factors: Understanding the Meaning of Viewpoints

Distinguishing statements offer significant insight into the opinions represented in each viewpoint. This section focuses on the development of the understanding of each factor, relying on multiple data points to offer clarity. The demographic details are presented for participants that loaded significantly on each factor, in conjunction with a description of each factor. Commonalities, as well as differences between the factors,

emerge from the distinguishing statements to further elucidate the value of each

perspective.

Factor 1: Relationship Builders

Table 11. *Distinguishing Statements for Factor 1: Relationship Builders*

Factor		1		2	
No	Statement	Q-SV	Z-SCR	Q-SV	Z-SCR
3	The race of the student has no impact on my decision to remove the student from the classroom for misbehavior	4	1.81*	-1	-0.46
28	Teaching in an urban school is more difficult than teaching in other schools	2	0.89*	-2	-0.91
6	I tend to be more lenient on students who misbehave that have an unstable home environment.	1	0.51*	-3	-1.37
5	I am more likely to be lenient with students who usually behave than students who often misbehave.	1	0.49	-1	-0.46
7	I treat students who follow the rules of the classroom with more tolerance than students who misbehave.	1	0.48*	-2	-0.91
29	Students in other schools behave better than students in urban schools.	1	0.44*	-2	-0.91
38	The race of the student is an indicator of how likely they are to get into fights at school.	1	0.09	-2	-0.91
22	The race of the student is an indicator of how well the student and teacher relate to one another.	0	-0.22*	3	1.37
20	The race of the student is an indicator of their attendance.	0	-0.38	-3	-1.37
26	The race of the student is an indicator as to how much they value education.	0	-0.50	1	0.46
18	The SRO is often used as an enforcer in the school.	-1	-0.50*	2	0.91

1	Discipline in urban schools is doled out fairly.	-1	-0.55*	-4	-1.82
27	The race of the student is an indicator of how respectful they are to teachers.	-1	-0.59	1	0.46
24	The race of the student is an indicator as to how motivated they are to do well in school.	-1	-0.73	1	0.46
40	The race of the student is an indicator of the frequency of a request for the SRO to my classroom.	-2	-0.91*	2	0.91
2	The race of the student is an indicator of who will be compliant in my classroom.	-3	-1.12	0	0.00
39	The race of the student influences my tolerance of behavior.	-3	-1.21	0	0.00
14	The race of the student is an indicator of who will develop positive relationships with me as the teacher.	-4	-1.44*	1	0.46
33	The race of the student is an indicator of who will be sent out of my classroom for disruption.	-4	-1.44*	0	0.00

P<0.05; Asterisk (*) Indicates significance at P<0.01
Both the Factor Q-sort Value (Q-SV) and the *Z*-Score (*ZSCR*) are shown

The participant profile statistics for those participants who loaded significantly for

Factor 1 are presented in Table 12. This table includes all but one participant, since 10 of

the 11 educators loaded for this factor.

Table 12. *Participant Profile Statistics*

Participant	Gender	Race	Age	Years Teaching Experience
1 PART8	Female	White/Caucasian	45-54	15+
3 PART10	Female	White/Caucasian	55-64	15+
4 PART1	Female	White/Caucasian	45-54	15+
5 PART11	Male	White/Caucasian	25-34	1-5
6 PART6	Male	White/Caucasian	45-54	15+
7 PART5	Male	White/Caucasian	45-54	15+
8 PART3	Male	White/Caucasian	45-54	15+
9 PART4	Female	White/Caucasian	55-64	15+
10 PART7	Male	White/Caucasian	45-54	6-10
11 PART2	Male	White/Caucasian	45-54	15+

Distinguishing statements for Factor 1 reveal that the race of the student has no impact on the teacher's decision to remove a student from the classroom for misbehavior (Statement 3, +4). In fact, participants repeatedly indicated that race was not an issue, and verbally, strongly agreed that race had no impact on whether a student was removed from the classroom. Three participants ranked Statement 3 as a +4, five others as +3, one as +2, one as -1, and one as -2. 1Part8 stated, "The race of the student is an indicator of who will be sent out; that's a definite no…any of them can be a behavior problem depending on their situation, and their disability, sometimes, has a lot to do with that."

Recordings of the musings as participants lumbered through the arduous process of the Q-sort revealed significant insights. The concept of race impacting teacher decisions was often met with strong disagreement; however, various comments reflected some angst. As 9PART4 expressed:

> This was harder because a lot of the statements have to do with race and I
> don't know if I'm unaware, or if I don't pay attention. I don't know,

because a lot of this, I don't know. I'm guessing that, I would hope that

the race of the student is not an indicator of how much they're being sent

out because of their race. I hope that's not an indicator, but, I don't know

though…I'm hoping that people don't look through the eyes of race, but

I'm sure people do.

10PART7 further indicated that "who I removed from my classroom, I said Black,

White, red, yellow, brown; it doesn't matter. If they're acting up, they're out."

Commentary revolved around the notion that race was also not an issue when

determining whether a student would be removed from the classroom for disruption

(Statement 33, -4) or insubordination (Statement 34, -3). 3PART10 stated, "Well, no, I

never look at that…it's not the race." The participants often struggled placing statements

that elicited strong emotions, yet, required ranking decisions. For example, 11PART2

related that race didn't play a role at all and, "again, I wish there was room in that first

(column), but there's not." 10PART7 questioned the difference between insubordination

and disruption. "Isn't this the same thing? Insubordination or disruption? Would that be?

They're almost the same."

Teaching in an urban school (Statement 28, +2) was determined to be more

difficult than teaching in other schools. Verbal annotation during the sorting process

indicated that most teachers have not taught in another school, rather they have spent

either all, or most, of their careers in the urban setting. Further discussion indicated that

this opinion was mostly based upon conversations with colleagues in other settings.

Although, 11PART2 described the experience of a colleague who left to teach in a

suburban school; however, she returned to the urban setting citing the challenges associated with helicopter parents.

3PART10 indicated, "I never taught in another school, but I'm just assuming that teaching in urban schools comes with a lot more. A lot more poverty, a lot more things to deal with." 4PART1 concurred stating, "I think it is, yeah, it is…I think it is, but only because our kids have more, seem to have more struggles and more trauma that they're bringing with them." 6PART6 conveys "there are a set of challenges that I don't believe exist in other places, but at the same time, there is that opportunity to positively impact, you know, how to make a difference in a lot of students." "It takes a special person to teach in urban schools," stated 7PART5.

Leniency depending upon the home situation (Statement 6, +1) emerged as a common theme among the Relationship Builders. 7PART5 expressed agreement with leniency for children who lack a stable home environment, describing the motivation behind their attendance as being more socially and food related. "You look out for those kids," he concluded. 8PART3 contended that if he is aware of a student's situation, he does tend to be less stringent.

"I tend to be more lenient with students that misbehave that have an unstable home environment, if I'm aware of it, and if I know they're going through something," explained 10PART7. The teacher shared a situation involving a student who lost his grandfather and has begun acting up in class often, requiring a softer hand by getting "the benefit of the doubt." 1PART8 ranked Statement 6 as +3. 4PART1 stated:

> Like I said, I try to give the kids the benefit of the doubt sometimes when I
> know something is going on, and, you know, like I said, sometimes kids'

behavior in class would appear to be disruptive or insubordinate, where there's something that underlies that. So, I try to find out what that is, I have positive relationships with my students.

Model viewpoints from Factor 2 also revealed that leniency is granted to students who typically behave (Statement 5, +1) and greater tolerance is practiced with students who follow the rules of the classroom (Statement 7, +1). For instance, 10PART7 rated both statements as +3, indicating that this is an intentional practice.

I think the kids, they're doing what I expect them to do and acting the way I expect them to act, then I don't have to bother with them and I'm certainly going to give them more leniency than I would somebody that's a pain in my butt all the time. And, like I said, I would make that known so that the students that are acting up like that see that, and think, do what he asks me to do and it'll be easy. Or not easy, but he's not going to hassle me.

3PART10 also shared that, although she ranked Statement 5 as +1 and 7 as +2, she does tend to be more lenient on those students who typically behave. "I have noticed that I have before, if I'm being honest, yes, I have." However, 9PART4 did indicate that, "I'm not lenient with anybody. I have my expectations; you better follow them. I don't care who you are."

Another significant statement that arose as distinguishing for the Relationship Builders expressed that students in other schools behave better than students in urban schools (Statement 29, +1). While model factor participants ranked this statement, clarification was also provided. Qualifying statements included, "I think they behave

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differently. I think other people attach judgments to it," 4PART1 indicated. 9PART4 also

shared, "I think their behavior is different; I don't know that it's better. It's different just

because it's an urban school." 5PART11 stated, "because a lot of our students in the

urban deal with different issues. They (non-urban students) have different resources and

in the home there's less need for attention-seeking behavior, outside of, I'd say, not just

an urban district, but a low-income district."

Additional comments related to the behavior of urban students versus students in

other schools include thoughts from 11PART2. "They (students in other schools) may be

more slick, clever, about how they…I'm sure bullying takes place; it's just it's not as

vocal." Still, 7PART5 vocalized thoughts that, "if you believe that some will be worse

behaved than the other students; I find that a little disturbing."

Statement 38 (+1) emerged as a distinguishing statement regarding fights in the

school. While most participants indicated that race was not the causation of fights in

school, the data may indicate that many of the fights involve students of color. As

indicated by 10PART7:

> I hear about it, but I don't see it in my room, and I don't see fights down in
>
> my end of the building, but I hear about it from the kids and other
>
> people…I hear about fights. I know they happen at our school. It seems
>
> like most of the time that I hear about it, um, they're minority students
>
> getting into action, not always, so, but, I would say it would be an
>
> indicator. Here it seems that happens more though. I would have to say
>
> that.

4PART1 further expressed, "I don't know what the likelihood is, but I guess then, you know, by the numbers, I think that is what happens."

The race of the student is an indicator of who will develop positive relationships with me as a teacher (Statement 14, -4), prompted varied rankings among model factor participants. While relationships were strongly touted paramount to working with students, race was sometimes determined to impact that desired outcome. 1PART8, who does not intend to remain teaching in this school, shared her insights based on personal experience:

> I know I don't think race has anything to do with that; it just depends on the student. I think at our school, like the kids are aware of the race card. Like, for example, I had a student a couple of weeks ago tell me, I hate White people, that and you're White, that's why you're throwing me out. I said, you better watch out (this is wrong), there are a lot of White people out in the world. And she looked at me and said, I live in the ghetto and we have guns, and she walked out of the room. And nothing happened to her- a timeout. I think Black students, in my opinion, are to the point now where if a White teacher does something, that they feel that they have the upper hand and that we aren't backed up as educators. I feel that way, that this is the situation in the school that I'm in right now. I don't feel safe there professionally. Cuz you have a kid say you did something, and there's nobody there to back you up.

Many others indicated that regardless of race, they were able to establish nurturing and supportive relationships with their students. 5PART11 shared:

I build relationships and the environment early on." 9PART4 talked

openly about her priority to build relationships with her students.

"Because the number one thing I've always done is begin by developing

relationships with kids, because I know where they come from, if you

don't give respect, you don't get respect…I get to know where they live,

what they do, what their free-time activities are.

One strategy that 5PART11 used was a cross-the-line activity to demonstrate their commonalities between students and teacher.

Compliance is not based on race according to the rankings for Factor 1 (Statement 2, -3). 5PART11 often referenced these types of statements as absurd and obviously false. 3PART10 indicated that building the relationships makes the difference, not the race of the student, as echoed by 1PART8. "Their compliance, it depends on the relationship."

Statements 18 and 40 were both ranked negatively, -1 and -2 respectively. The SRO does not seem to be used as an enforcer, nor does their role seem to be associated with the race of the student. The teachers shared an understanding that these officers were in the school to build relationships more than to enforce rules or even laws. Although the function of these officers is not as enforcers, 8PART3 indicated that some people do like to see them used in that capacity more often. Furthermore, some discontent was evident in their effectiveness when the need did arise for police involvement. Most often, the issue rose when a physical altercation took place and "it seems as though it's the teachers or the principals that are breaking up the fight before the resource officers get there. That's kind of frustrating," as 11PART2 reported.

Discipline was overwhelmingly a topic of conversation throughout the Q-sort process. Discipline in urban schools is doled out fairly (Statement 1, -1) elicited many comments indicating that fairness and consistency is lacking in this particular school. Many participants indicated that when students were removed from the classroom, the consequences were varied, and that certain students received little or no consequences for significant misbehavior. 4PART1 expressed that "sometimes too harshly, sometimes not enough" was how she viewed the building discipline. "It isn't always fair…because I've seen it," claimed 3PART10, while 1PART8 stated that "discipline in our school right now is not good." She continues, "I think things need to be dealt with based on their ability or their disability or what their situation is." She cited an example:

> They have their favorites, like the little girl that I was telling you about whose mom is going to jail. She needs, in my opinion, yes, she needs to deal with it. And you can't let her wear slippers and then the next five kids that have slippers, you put them in ISI or suspend them. That's where I have a problem. It's not consistent.

Even though most teachers believe that discipline lacks fairness, 7PART5 is inclined to think it is not for lack of effort. However, 5PART11 responded to Statement 1 extensively:

> The answer is no, but I know in my district they try to, but sometimes I think we focus too much on a student's race when we are disciplining…there are systemic issues that need to be addressed. I will not be satisfied as an educator to have people with mindsets like these to make those decisions…I think they want it to be fair, but it's not. I think

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we put data saying that 60% of our discipline issues are African American

students, but only 40% of our students are. But if you break it down to

individual students, you gotta look at who the repeat offenders are. You've

got to look at students who got in trouble once. I think if you looked at it

that way, you're double counting a lot of students…You've just told every

staff member you have that you're racist. So, with number 1, I think we

focus too much on the race of the student when we are looking at the

discipline policy, and it should have nothing to do with it. I would like to

say the statement is true, but the way it is done in reality, it is not. It's just

not true,

The comments of another teacher echo some of these previously mentioned ideas.

9PART4 believed:

That discipline is doled out very unfairly now, and sometimes it's

not doled out at all. And I don't think it's a race issue; I think it's

personalities. I notice that certain principals, the kid wheels and

deals and can get out of it, and another kid can't. I think it's a

personality thing. I'm not sure it's race.

Depending on who is in leadership, prompted 8PART3 to rank Statement 1 as +1,

indicating that this statement is somewhat true in his situation.

The race of the student is an indicator of how well the student and teacher relate

to one another (Statement 22, 0), elicited various comments from participants. While

most who loaded significantly on Factor 1 expressed a belief that race did not impact the

relationship, several acknowledged that the students may have a different perspective that

warrants consideration. For example, a minority student might relate better to a teacher of his or her own race. 7PART5 conceded that "sometimes our Caucasian teachers sometimes have difficulty relating to other races. They don't have necessarily the experiences, so they don't necessarily always understand, even say, the lingo." He continued to share a situation where a teacher misinterpreted the statements from a student.

4PART1 did recognize that some teachers in the school don't make the effort to relate to students of other races. "I know that there are, I think, for some people, I think, that that does factor into some people's relationship with their students. Like, sometimes there are people who I think should never have come" to this school. Another explained that simply because there will be cultural differences that the teacher may not have experienced, "that doesn't mean we can't relate on some level" expressed 5PART11.

Factor 2: Confident Pragmatic

Previously, Table 6 revealed that 100% of the participants in this study loaded into Factors 1 and 2. However, since only one participant was represented in Factor 2, the distinguishing statements separated her out by default. In other words, Factor 2 is simply the viewpoint of 2PART9. Interestingly, as noted in Table 13, this individual was the only African American who completed the Q-sort.

Table 13. *Participant Profile Statistics*

Participant	Gender	Race	Age	Years Teaching Experience
2 PART9	Female	Black/African American	55-64	15+

Figure 3 illustrates the array that is identical to the participant identified in Table 13. Confidence in her ability to teach in the urban school (Statement 17, +4) and the maintenance of an orderly classroom (Statement 9, +4) revealed those most agreed-with statements. Unfair discipline practices (Statement 1, -4) and lack of violence in the classroom (Statement 31, -4) represented a philosophy of a pragmatic approach. For example, recognizing the unfair discipline practices, 2PART9 expressed:

> I don't send you out because…the people in 2124 (the discipline room) aren't angry with you. I'm angry with you. And I'm going to send you to the safety of 2124? I ask them, now, how many of you, when your parents are mad at you, how many of your parents send you to Grandma's house right now? I wanna punch you sometimes…discipline is doled out fairly in urban schools, no, now I don't believe it is.

Commentary around discipline continued later during the Q-sort. 2PART9 continued her thoughts:

> No, it is not. It's not doled out fairly, no, I don't believe that. Otherwise, we wouldn't have, you know, over a thousand suspensions or whatever in our school and we wouldn't be suffering that kind of stuff if you did it fairly. Okay, like I have a baby who misses my class every day, and I'm still waiting for them to discipline him. But my other one, they're on him all the time. But that's just me.

Maintaining expectations for behavior for all students is another theme that emerged from Factor 2. "I expect them all to behave. That's it…they're all mine, whether they're behaving or not…there are behaviors that I simply will not tolerate. I don't care who it is." Statements 5 (-1), 6 (-3), and 7 (-2) all represent conditions of leniency that are not present in 2PART9's practice.

The understanding of the students comes from knowing about their lives (Statement 10, +3) and establishing positive relationships with parents (Statement 11, +3).

Statement 3 (-1) implies that the race of the student does impact this educator's decision to remove a student from the classroom for misbehavior. Her ardent passion is evident as she shared her anguish:

> My Black boys, my Black boys are just sacrificed; more than
> sacrificed. Okay, not just Black boys. They're kids that are in
> poverty situations. Sweet kids-there's just got to be another way.
> There's got to be another way to do them.

The race of the student is an indicator of how easy they are to deal with in my classroom (Statement 12, -3) is not an impactful statement and was placed on the disagree side of the continuum. However, this idea evoked musings regarding the need for more adults of color in the experience of students. 2PART9 expressed that:

> What I believe is that if students of color saw more teachers of
> color, regardless of what color they are, that they would, that they
> would see themselves in the district, in the schools. I think that's
> one problem with it is that the students we service do not see
> enough of themselves in the staff that's servicing them.

Combined Viewpoint

Analysis of factor arrays for Factor 1 and Factor 2, as illustrated in Figures 1 and 2, revealed five common statements with identical rankings. Statements 4 (+1), 16 (+2), 10 (+3), 30 (+3), and 17 (+4+) all identified areas of consensus between factors. Table 14 provides a view of the statements accompanied by Z-scores for each.

Table 14. *Consensus Statements for Factors 1 and 2*

No.	Statement	Z-Scores Factor 1	Z-Scores Factor 2
4	I am cognizant of bias in my decisions related to discipline of all students in my classroom.	0.70	0.46
17	I am confident in my ability to teach in an urban school.	1.78	1.82
10	I know about my students' lives and living situations.	1.46	1.37
30	The misbehavior of students in urban classrooms often affects the learning of other students.	1.59	1.37
16	I have had a student bring a weapon to school.	0.81	0.91

The researcher looked for beliefs that existed between both model viewpoints, unifying these differing perspectives. Delving more deeply into the data revealed information that can inform the practice of urban educators in an effort to change the trajectory of disproportionality of discipline outcomes that exist in schools today.

Many participants commented that at some point during their career, a student had brought a weapon to school. Weapons took the form of knives, as well as, other instruments conveyed to cause harm to another person. The general consensus was that the conveyance of weapons was not a common occurrence, yet, most participants had some experience with such a situation.

The misbehavior of students was determined to impact the learning of others for a variety of reasons. According to 3PART10, "you spend more time with the student misbehavior." 11PART2 felt very strongly about this issue:

Because you know that there used to be more self-contained

classrooms where kids have who have had serious behavior

problems were placed in one room. They would disrupt all the time

and they're kind of gone, I think the state has made it so that it's

more difficult because they've kind of wanted to eliminate those

and do more inclusion and make, force teachers, well, technically

it is, but by placing those kids in an inclusion class or resource

room, which they, it would serve them better to be in a class. They

would be in there all day, kind of like elementary school, where

they have certain course subjects with one teacher, because that

movement and that ability to go out in the hallway, especially high

school, allows them to kind of stir up their emotions. Or if they see

a fight in the hallway. Like the other day there was a fight in the

hall and their emotion was high and they struggled with de-

escalating their emotions.

As 6PART6 commented:

I see it sometimes when you have to take 5 or 10 minutes to kind

of de-escalate or diffuse the situation, it takes away from, you

know, those other students that are there to learn. And let's face it,

if it happens once or twice a week, that's 20 or 30 minutes out of

the learning period that you can never recover.

Another common thread among the factors included the knowledge of students'

living conditions. This knowledge served as a foundation for building relationships with

students, which the educators in this study repeatedly cited as necessary in the urban setting. 4PART1 shared her personal story commenting:

> I know about my students lives and living situations, I, yes, to the best of my ability. I mean some kids try to keep things hidden, I live in the community that I teach in for starters, so, and I don't live in the nicest neighborhood either. What would be considered a nice area, and so I often see them and their families at the local Family Dollar or …you know, like right next to one of the housing projects in town, the store is that we often see each other at.

Confidence in the ability to teach in an urban school has evolved as educators have grown. Initially, many indicated a sense of nervousness or feeling unsure, but with time and experience, all participants indicated that they had faith in themselves to be successful in the urban setting. Additionally, most teachers noted that they wouldn't want to teach in any other environment.

Finally, cognizance of bias was ranked as +1 in each factor array. Ironically, once the Q-sort and post interviews were complete, many participants identified concern about their own recognition of bias. Responses to reflective questions revealed self-doubt for teachers who struggled to honestly regard their decisions accurately. 10PART7 said, "I think it's opened my eyes a little bit to some things, you know, wow. Maybe it isn't how I think I am. When you self-reflect on stuff, you, it makes you; are you sure you don't treat kids the same or different?"

Using the Participants' Responses to Answer the Research Questions

The mixed-methods approach used Q Methodology to elicit data to examine the perspectives of urban high school educators and the classroom as the point of entry of Black males into the disciplinary system. The disproportionality of discipline outcomes for these young men was the motivation for this research, with a desire to uncover possible complicit practices that exist in the classroom yielding such undesirable fallout.

This section uses data collected from the Q-sorts combined with participant commentary and post-sort interviews. The information gathered provides an avenue to respond to the original research questions:

1. What are the behaviors exhibited by students that urban teachers identify as warranting removal from the classroom?

2. Do urban teachers acknowledge the disproportionality of suspensions and expulsions of African American males?

3. What strategies can be employed in the classroom to improve the student-teacher relationship with African American males?

4. In what ways do the beliefs of the classroom teacher impact the point of entry for Black males into the disciplinary system?

Research Question 1

The participants expressed a variety of opinions regarding the removal of students from the classroom. Commentary around the misbehavior of students in urban classrooms that affects the learning of other students (Statement 30) indicated that disruption is cause for removal, although the definition of disruption varies by teacher. As indicated by 10PART7, "if they're acting up, they're out." Although, violence is not prevalent within the classroom, students are definitely removed for that type of behavior as a consistent

practice by all participants. "I mean, I've had physical fights. It doesn't happen often, but it has happened."

The term insubordination lacks consistent definition; however, such an offense does constitute a reason for removal of a student. One teacher, 5PART11, shared insight as to why this might be confusing to urban educators:

> I'd say my urban male students are a dominant personality. They are much more open to being assertive and stepping up for the things they want. And some teachers that come from different background don't know what to do with the assertiveness from students. They feel it's a power struggle; it's really not. It's just that these students have had to advocate for themselves, and now they're doing that and we, I say we as in teachers, get into power struggles and get into situations. It's not about dominance, but, I believe that, yes, it would help a lot of teachers to have a kind of sociology course; urban versus rural sociology.

This often leads to the need for de-escalation of situations that ultimately result in the student being sent to the discipline room, or the principal.

Bullying was mentioned as a cause for discipline outside the realm of the teacher. Greater concern has risen with the inception of social media. The issue grows exponentially since students cannot escape the tormenting even in the sanctity of their home. "Now with social media, every student having their own personal phone, it never ends," according to 5PART11.

Drug possession or suspicion of being under the influence raises a red flag and must result in removal from the educational setting by the teacher. Teachers expressed

this as a safety issue for the student and others in the class. Furthermore, teachers claim that they lack the expertise to deal with offenses of this magnitude. Again, while it is not a common offense, it does occur and requires immediate administrative attention. Possession of weapons is also routinely turned over to a principal or law enforcement personnel. However, while most participants have dealt with this issue during their career as an urban educator, weapon possession in school is not common.

Students may be removed from the learning environment because of comments they make that can be threatening to the teacher or another student. 7PART5 shared an experience he witnessed with a teacher and a student:

> A kid from Brooklyn that just moved in, and he said something about rolling with the benz, or something along that line, and the teacher thought he said hands and took it as the kid was going to beat him up. And there was no direct correlation for me in that so I kind of think…people don't have enough understanding.

Disrespectful comments or calling teachers names are often handled by sending the student out of the classroom. Often teachers are frustrated because they don't feel supported or backed by administration. "I know that there are teachers who get called names and the kid is tossed right back," claimed 9PART4.

Dress code violations constitute another reason for removal from the classroom. Students are not permitted to wear house shoes, or slippers, and can even be suspended for repeated offenses. More vaguely, 1PART8 conveyed that she will send a student out when he gets in trouble. Tardiness further exacerbates issues between students and teachers when classroom removal does not rectify the repeated behavior.

While certain misbehaviors are significant and justify removal from the classroom, other misbehaviors are poorly defined and tend to be handled inconsistently among teachers. The *Confident Pragmatic* tends to keep students in the classroom at all costs, the *Relationship Builders* practice varied levels of tolerance for misbehavior. The viewpoint represented by the *Relationship Builders* indicates that inconsistencies exist due to the leniency afforded certain students, such that chronic misbehavior is often dealt with more severely, while other students may receive a free pass. Thus, this practice suggests that inconsistent enforcement is found at all levels of the disciplinary system in the school.

Research Question 2

A sense of denial appears to be prevalent among the Relationship Builders regarding the disproportionality of discipline outcomes for African American males. The verbal musings throughout the Q-sort revealed a sense of uneasiness when the issue of disparate discipline emerged. For example, while participants expressed disbelief that the race of the student would ever impact their decision-making concerning discipline, certain comments raised concern.

1PART8 shared her thoughts:

> The race of the student is an indicator of who will be sent out of my classroom for disruption…it doesn't matter if they're Black or White, and what I've heard through the grapevine, was they actually, I don't know how true it is cuz rumors. But, they were tallying how many Black kids, how many White kids, you were sending out of class.

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5PART1 indicated that:

> And I think that's why I'm struggling with this part the most because to me, race isn't that important. I know to some of my students it's very important, but when you're the White male in the urban district, you get used to it being an issue the other way. But for me, once I build that relationship, it doesn't matter. Because 99% of the time, once the student gets to know me and recognize that I'm there for them, then it's, it doesn't matter.

Defensive dialogue ensued when the issue of race was discussed. While participants indicated that race is not an issue for them, comments belied some of the claims of their depth of understanding. The *Relationship Builders* genuinely expressed concern and acceptance of all students; however, some were reluctant to acknowledge the disparity within their own practice. Comments such as race doesn't matter, or it doesn't matter if the student is White, Black, yellow, red, indicate a lack of insight into the role that race impacts students daily.

Statistically, teachers acknowledge that disparity exists, and that African American males are disproportionately excluded from the classroom and the school; however, they continue to hold that other factors impact this outcome. A predominant factor paired with this notion of unfairness was socio-economic status, or poverty. Repeatedly, poverty was linked to the behaviors of students, and race, or lack of cultural understanding by the adults were often minimized.

Statements that referred to race as an indicator for certain outcomes elicited intense responses such as: that's upsetting to me; that's disturbing; they're (the

statements) absurd; that's an economic issue; strongly disagree; there are some other factors such as income; and race plays a part in that, I guess, and poverty. The notion that race is evident in outcomes was acknowledged, yet, resistance to ownership for contributing to the disproportion was also evident. The *Relationship Builders* believe that students should be dealt with on an individual basis and that race should have nothing to do with the decisions rendered.

Post-sort interviews revealed that participants left the experience with an uncomfortable feeling, expressing their uncertainty regarding aligning what they believe, yet what their bias suggested. As 4PART1 indicated, "But every time the question asked about race, I was thinking about the African-American students that I have, and in a way, that is a bias in my own thinking." 9PART4 concluded, "Now I'm really wondering if I, like, I have some race bias. I don't know, like it gave me some food for thought. I think I'll be more aware." According to 8PART3:

> It can produce a certain level of discomfort because I think, trying to be honest with it, you may have to face some unpleasant attitudes that you may not have thought you had. Like maybe I really should agree more with the statement that I thought I didn't agree with.

6PART6 reflected that he questions, "How am I viewing things, in my, do I have to make myself be self-analyzing and see what I'm doing in different situations? Are maybe, sometimes, you know, you stereo-type and you don't know?" These statements are reflective of the model viewpoint of the some of the Relationship Builders.

The *Confident Pragmatic* passionately recognized the disproportionate treatment of African American males and pleaded for attention to this issue. Although this model viewpoint encompassed only one participant, the perceptions of this individual as an African American educator provides deeper insight into this phenomenon. "My Black boys, my Black boys, are just sacrificed, more than sacrificed…there's got to be another way to do them." Her suggestion is to include more people of color in their experience within the school. She shared her efforts during Black History Month this past February:

> Oh, and I got a speaker for every day in February. One of them that I got was the mayor of the city; I got the assistant fire chief; I got the chief prosecutor; even my own principal. My babies go through all day, and they don't see anybody that looks like that.

Many Black males lack hope for their future, and they require mentoring. This teacher shared that she chose to be an educator rather than an attorney like her father because she could head off the need for lawyers if she could make a difference in their lives during the significant teen years.

Thus, while participants did not deny the statistical evidence that disproportionality exists for disciplinary outcomes for African American males, they did seem to minimize the role that race plays for these young men.

Research Question 3

The participants in this study shared many strategies that they use to build relationships with their students. The *Relationship Builders* focused significantly on the need to bridge the cultural gap and establish trust with students, especially African American students. 6PART6 suggested:

I think it's depending on how adults, how the teacher, creates what

environment, how they interact with that student. Do they get to

know them? Do they get to know who they are and what was their

environment and everything? They build that level of trust with

your students and that's most important. I just think if you develop,

I think if you get to know them, you develop that, you're

professional, but you develop that strong interest in them and they

know you're legitimately trying to help them and assist them, then

I think, you know, that they're going to slowly, but surely, buy into

what you're doing. It has to   be consistent and it has to be

something out of concern, and that you value them, not only as a

student, but you value them as a person. Building those

relationships is the biggest key.

He continued, "They come with a different set of expectations; that their home life,

socio-economic status and plus it's all about building the relationships."

8PART3 indicated that teachers have to understand the reality of life for our

Black males. He shared a story that he had read about a 17-year-old young Black student

who missed the bus and knocked on the door of a home to ask for directions. The wife

was screaming that he was trying to break in, and her husband fired a shotgun at him.

Fortunately, he wasn't hit, but emotionally he was traumatized. This participant indicated

that teachers need to recognize that situations like this does evoke anger among our

young Black males and show compassion.

Specific steps to build positive relationships with all students, but African American males in particular, were identified by 9PART4.

> Because the number one thing that I've always done is begin by developing relationships with kids because I know where they come from, if you don't give respect, you don't get respect, and I think part of respecting them is knowing them…The first thing I do, day 1, is develop those relationships, and I get to know where they live, what they do, what their free-time activities are. And the parents, I always contact the parents. I'm in contact with all my parents at least once a month good or bad. Because I think the only way to get the parents involved is to push them into it. Because that's just how they are. And I have high expectations in my classroom and, um, for whatever reason, the kids buy into my expectations, so I just don't have a problem with, you know, having order in my classroom, or having to kick kids out of the classroom.

She continued:

> We use a lot of humor in my classroom because the kids buy into that. And it's just like letting them know I care. I'm a toucher, hugger, and they're ok with that. I think some of it comes naturally because I'm old and they look at me as a grandmother… And I think the big thing is valuing what they have to say. I really listen, I always make eye contact. I give them the time they need to say

what they have to say…And I feed them. They are hungry a lot of the times.

Students of color often need teachers to recognize their unique needs. Something as simple as supplying lotion in the classroom shows Black students that the teacher cares about them and their needs, explained 11PART2. Both 4PART1 and 5PART11 indicated that living in the community and engaging with students outside of school helps to solidify relationships and bridge the race gap.

As 5PART11 explained, providing the foundation for relationships is a significant first step with Black males. Allowing students to see their teacher as vulnerable and having things in common with them helps to establish a more trustful relationship. He further contended that having compassion and understanding individual student's situations is crucial, as well as, learning from the students. 7PART5 cautions against making assumptions but encourages educators to let our Black males tell us what they really need. Only then, will trustful relationships be truly authentic.

The *Confident Pragmatic* supports any efforts to bring young Black boys into contact with people who look like them within the school environment. 2PART9 contended that introducing these young men, and other students as well, to successful Black Americans, provides hope, inspiration, and a reality that they might not see otherwise. She further advocated for teachers to get involved when kids need help. She related a personal experience with one of her students:

I went to the principal and I went to her and I said, he's really getting on my nerves. But she said don't worry about it; he'll be gone by October. I was mad. He was supposed to be a senior and I asked him, 'Do you want

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to graduate?' And he said yes. That's why I'm going to check his

records…I asked him, 'What happened to you? You changed, the   school

didn't change.' Well this is how this is going to work. I will work with

you. If you put in the work, I'll put in the work, but it's just between me

and you. It don't have anything to do with anybody else. And that kid did

the work. At graduation, (an aide) brings him around to me. And, oh!

There's some way to rescue every kid, even if it's not me.

Research Question 4

The fourth research question centered around the ways the beliefs of classroom

teachers impact the point of entry for Black males into the discipline system. This

question encompassed more than simply the beliefs, but also the practices that are in

place, that influence the decisions and actions of the urban educators. The Confident

Educators' model viewpoint indicated that the race of the student had no impact on the

decision to remove a student from the classroom for misbehavior. In fact, many

participants displayed effects of anger, disturbance, and discomfort at the suggestion that

race would enter into such a decision.

Analyzing the combination of quantitative and qualitative data revealed some

beliefs that emerged and caused surprise, even for participants. The belief that teaching in

the urban school presents more challenges and that students in other school behave better

belies the notion that race is not an indicator in decisions around discipline. Underlying

beliefs that the race of the student is an indicator of how likely they are to get into fights,

a distinguishing statement for the Relationship Builders, further suggested that,

unconsciously, teachers are making judgments. In fact, 10PART7 stated, "So, I don't

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know from my personal experience, but that's what I have heard." Another participant's (5PART11) commentary included

> Number 38, how likely they are to get in a fight at school? Again, I don't
> think it does; it's not as objectionable. If people are going to fight, they're
> going to fight. It doesn't matter what race they are. I'm going to throw that
> towards my neutral column. Just because even looking at the data, it might
> say that. I haven't seen that data, but I could understand how someone
> might think that. It might be more of a perception thing.

The *Relationship Builders'* and the *Confident Pragmatic's* factor arrays ranked Statement 4 (+1), I am cognizant of bias in my decisions related to discipline of all students in my classroom. 8PART3 expressed, "If I do have bias, I'm really not aware of it." 10PART7 stated, "I am cognizant of my bias in decisions. Try not to be." 7PART5 noted: "I am cognizant of bias in my classroom. I would agree. In the sense that I'm obviously aware of bias in my decisions, but I'm not saying that I don't have any bias."

9PART4 said, "Maybe I do have some biases that I'm not aware that I have." Another teacher, 3PART10 commented, "I see as years have gone on, you become more cognizant of it. I think in the beginning when I started teaching, I wasn't." A personal experience shared by one teacher who lives in the community follows:

> I mean it's sometimes, it's hard with biases, but when I one way or the other, I
> think I've become more aware of my biases and questioning myself along the
> way. So, and like on Facebook, a couple of my friends are regularly posting
> things that are thought provoking for me. And so, they've kind of helped me try to
> identify my personal biases and, you know, work towards getting rid of, you

know, or like making sure that they don't creep into my relationships with students.

The statistics continue to suggest that males of color, even in this particular school, are subject to removal from the classroom at an accelerated rate than other students. Although teachers consistently indicate that race is not a factor, their actions and their decisions regarding discipline and race are at odds with their intentions. The model viewpoints, labeled Relationship Builders and Confident Pragmatist, revealed that the omission of bias cognizance impacts decisions of teachers. This implicit bias, or unconscious bias, causes educators to ignore the factors that race brings into question. Rather than challenge the beliefs, assimilation results in verbalization that is incongruent with actions.

Participants in this study expressed their intended beliefs; however, those became challenged during the Q-sort and the transcription of audio collected. Stories that depicted decisions about discipline indicated that a cultural divide seems to blur the lines of consistency and fairness. Leniency for certain students lowers expectations and sends mixed messages to students. Thus, these questions loom. Does this sympathy, as opposed to empathy, enable minority students, and Black males in particular, to embrace learned helplessness rather than empowerment? Do these mixed messages lower expectations that cultivate the disparate outcomes that Black males exhibit? The evidence suggests that this is the case.

The *Confident Pragmatic* did not accept the notion of leniency and maintained high expectations for all students. The actions and the beliefs aligned as depicted in the

efforts to cultivate a path to graduation for one young Black man. The belief that every

kid can be rescued was aligned with the actions to make that salvation a reality.

Summary

Chapter 4 presented the results of the analysis conducted following the Q-sorts of

40 statements by 11 secondary urban educators. Two factors were extracted, each

consisting of a definite viewpoint. The two factors represented the *Relationship Builders*

viewpoint and the *Confident Pragmatic* viewpoint. The *Confident Pragmatic* viewpoint

was representative of only one participant, and the distinguishing items from Factor one

separated her out by default.

Participant feedback was analyzed and synthesized to construct the viewpoints

that exist as to how teacher beliefs impact the point of entry into the discipline system for

Black male students. Chapter 5 will provide a complete discussion of these findings,

implications for practice by urban educators of male students of color, and

recommendations for future research.

Chapter 5

Discussion

Summary of Findings

The introspective nature of this study rose from a lacuna in literature dating back from a quarter of a century to the present time. During this time period, researchers investigated the rise in disproportionality in the discipline outcomes for African American students, and especially for males of color. However, little emphasis could be found on the role that the classroom teacher plays in class removal, and hence, the entry point into the school disciplinary system.

Two distinct viewpoints were extracted from the analysis of Q-sorts completed by 11 participants. The participants, urban secondary educators, all loaded significantly into one of the two factors. Factor 1, labeled the *Relationship Builders*, overwhelmingly concluded that the race of the student has no impact on the decision to remove students from the classroom for misbehavior. This perspective further identified relationship building as key to establishing a foundation of mutual respect and effective classroom management. Factor 2, characterized as *Confident Pragmatic*, indicated that confidence in the ability to teach in an urban school is a given, and begins with an orderly classroom. This viewpoint further expressed value for knowing about the students' lives and providing the opportunity for children of color to interact with adults who look like them.

The perspectives of participants provided data to answer these primary research questions:

1. What are the behaviors exhibited by students that urban teachers identify as warranting removal from the classroom?

2. Do urban teachers acknowledge the disproportionality of suspensions and expulsions of African American males?

3. What strategies can be employed in the classroom to improve the student-teacher relationship with African American males?

4. In what ways do the beliefs of the classroom teacher impact the point of entry for Black males into the disciplinary system?

Q Methodology was determined to be an appropriate approach to study the conditions that exist in classrooms that contribute to the phenomenon of disparate discipline of African American males. A concourse was constructed from a review of the literature, input from urban educators, and the experiences of the researcher. The concourse comprised the 40 statements that were used by participants in a forced distribution to complete the Q-sort. The subjective sorts were then statistically analyzed to reveal extracted factor viewpoints. Commentary during the Q-sort was audio recorded and post-sort interviews were conducted. Unstructured interviews provide greater depth of understanding into the perspectives of the educators. The resulting 2-factor model encompassed all 11 participants' viewpoints.

The data provide implications for future practice and offered an initial bridge in the literature gap. The focus on the classroom teacher and the beliefs that underlie the decisions made regarding discipline of students, broadened the understanding of the reality of disproportionality of discipline for males of color. The perspectives unveiled suggested that a misalignment is evident between intentions and actions.

Research Questions Answered by Participant Data

Research question development emerged from the desire to understand why Black males are subject to more and harsher forms of discipline than other students, and what role the classroom teacher plays in this paradigm. The four questions that framed the study prompted the involvement of practitioners who could yield deeper insight into this phenomenon that has plagued schools for the last quarter century.

The first question honed into the behaviors that urban high school educators deemed to warrant classroom removal of students. Physical violence, contraband substance possession or trafficking, bullying, disruption, insubordination, and disrespect were all causes for removal from the classroom by the teacher. Problematic is the idea that the definitions for certain offenses, such as insubordination and disruption, are inconsistent among educators in the building. Consistency emerged as a lacking characteristic in the discipline of students by classroom educators. The *Relationship Builders* referred to classroom removal of students as an option, while the *Confident Pragmatic* indicated that exclusionary practices were not a common preference from that perspective.

The second question delved into the issue of whether teachers acknowledge the disproportionality of discipline outcomes for Black male students. Responses indicated that a statistical awareness exists among *Relationship Builders*; however, a tendency to be dismissive of the facts compared to personal experiences emerged. The *Confident Pragmatic* unequivocally advocated for change that could save these young Black boys.

The third question inquired into the strategies that educators use to improve relationships with African American males. Both *the Confident Pragmatic* and the

Relationship Builders shared approaches that have yielded positive results from their vantage point. Various methods were illuminated through commentary and interviews. Although not inclusive, several tactics employed included:

1. Know the students; about their lives, their interests, and their families.

2. Give the students respect so that they will also respect the teacher.

3. Recognize the unique needs of African American students.

4. Build trust be becoming vulnerable and letting Black males know that as the teacher, common concerns are shared with the students.

5. Provide students with the opportunity to see other adults who look like them.

The fourth question dives deeply into the root of the disproportionality that Black males experience in high school and the role that the classroom teacher plays in this phenomenon. The *Relationship Builders* held firm that the race of the student had no impact on the decision to remove a child from the classroom. However, the actions and decisions related to classroom exclusion of Black students misalign with intentions. This implicit bias has a profound effect on students of color, and males in particular. The *Confident Pragmatic* demonstrated that her practice and beliefs aligned with intentions for Black male students.

Implications of Research

Urban education requires a depth of understanding of the diverse population of children seated in those classrooms. As suggested by Monahan et al. (2014), exclusionary practices yield outcomes for Black males that often funnel them into the justice system. Statistics implicate such a connection when students are leaving schools in handcuffs, or, while excluded from school, are more likely to commit a violation of the law (Swain &

Noblit, 2011). While school administrators complete the paperwork resulting in such exclusion, the tipping point typically occurs in the classroom. Thus, focus on the beliefs, intentions, and actions of teachers was critical to understanding the School-to Prison Pipeline at a personal and more intimate level.

The *Relationship Builders* conveyed intentions that support positive relationships with students and parents. They further contended that the race of the child had no impact on their decision to remove a child from the classroom. Yet, they also indicated that, statistically, Black males are removed most often in their school. Their implicit bias was hidden within their desire to treat all students the same, although, through their own admission, that did not actually occur.

Students who misbehave more often were typically deemed more likely to receive punishments than those students who broke a rule, but usually behaved in class. This disparity creates an unstable environment with confusion over what rules actually apply and when they will be enforced. Young people in the classroom are regularly given mixed messages that blur the lines of expectation and may result in unfairness interpreted by students as biased. This interpretation certainly negatively affects the student-teacher relationship. So, while the *Relationship Builders* extol the virtue of establishing trustful relationships, their communicated practice is misaligned.

DeMatthews et al. (2017) contended that "Institutional racism reflects subtle forms of discrimination that privilege White people over non-Whites and can be purposeful, conscious, unconscious, and actualized even by well-intended people" (p. 523). The *Relationship Builders* certainly do not embrace racists' attitudes, nor would they articulate racists' comments. However, the role of implicit bias does fuel the

discriminatory practices that have become embedded in the system. As the district has attempted to address the disproportionality, the result has been that educators become defensive and move more significantly into the denial camp.

The importance of positive relationships between students and teachers has been previously explained and is recognized by the *Relationship Builders* as paramount to the teaching and learning paradigm. However, as Phillippo (2012) noted, culturally-responsive pedagogy is desirable when considering these relationships. The practices identified in that study aligned with those specified by the participants in this research investigation. So, where is the disconnect?

The disconnect exists on multiple levels. First, lower expectations for certain students, for example, students who have unstable home environments, send a confusing message to students. Second, replacing race indicators with poverty indictors minimizes the effect of the cultural divide between students and teachers. Previous research suggested that students want relationships with teachers who maintain high expectations and provide on-going support (Phillippo, 2012). This includes a genuine understanding of their culture. Third, the participants in this study made assumptions regarding the functionality of the relationships with students. The voice of the students failed to emerge, even throughout the commentary during the Q-sorts. Fourth, the lack of recognition of implicit bias limits the educators' opportunities for authentic analysis of practice.

The assumption that racism is normal or accepted is the starting point for critical race theory (Delgado & Stefanic, 2012). So, although teachers believe that they are fairly dispensing discipline, the disproportionality of Black males excluded from classrooms

continues to rise. Thus, critical race theory provides a framework to examine the mechanisms that allow this disparity to continue. Teacher practices regarding discipline must be realigned to reflect cultural responsiveness and the framing of classroom structure to promote inclusivity.

The *Confident Pragmatic* shared an experience with a student that required intense intervention and support. The outcome was a positive one: graduation. From an African American perspective, this participant zeroed in on the need to maintain consistent expectations for all students, yet, required additional support for some to meet those expectations. The *Confident Pragmatic* understood that more was required for this Black male and was willing to step up to make graduation a reality.

The school in this study failed to bridge the race gap between teachers and students related to discipline because the approach yielded a defensive stance from teachers. The negative reactions of participants indicated that since they believe that they are race neutral, the data related to disproportionality did not actually apply to them. Therefore, the educators who needed to understand the implications of implicit bias left the meeting with no greater insight. Possibly a different approach should be considered.

The results of the Q Methodology research approach indicated that the participants all expressed a genuine concern for students and a desire to connect with them in a positive way. They further shared a hope to truly make a difference in the lives of the children they teach. Empathy was evident, although sometimes, sympathy was erroneously demonstrated. A sense of understanding regarding how to empower students while maintaining a productive learning environment seemed to be elusive. Therefore,

the approach chosen to guide educators to acknowledging their implicit bias must begin with the heart.

Teachers uniquely engage in their work on an emotional level. Simply providing statistics will rarely provide educators with the tools required to change these disparate outcomes for Black boys in their classrooms and in the school. However, using the authentic voices of these same students to create a picture, a story for teachers can be the starting place. Repeatedly, participants indicated that they received little or no preparation to teach children of different races. While their described practice is not intentionally biased, it is also not intentionally unbiased. Breaking through that denial must occur before any real change will happen in these disciplinary mechanisms.

Caton (2012) also revealed that when teachers overreact to misbehavior of Black males, the student-teacher relationship is undermined. If teachers could actually hear the viewpoints of their students' honest assessment of how discipline is rendered, they could begin to recognize the disconnect that exists for many Black males. Statistical data only take teachers so far in acknowledging the facts of disproportionality; it must become much more personal to lead them to the understanding of the unintended damage done by implicit bias. Establishing this foundation can infuse an internal desire for change in the mechanisms that have become normalized in the discipline system.

The participants in this study began to recognize that their practices may not be aligning with their professed beliefs and intentionality. They further acknowledged the discomfort in discerning the impact of race on decisions made and a sense of unsureness related to what they really do every day in their classrooms. The impact of the point of entry began to emerge in clarity and the need for change rose on the precipice of

acknowledgement. This is only a beginning. Continued professional development in the area of culturally responsive pedagogy can be augmented with embedded collegial conversations among educators to integrate such practices into the teaching and learning milieu.

This study also revealed the need for universities to step up their game in teacher preparation. Teachers are entering classrooms with limited understanding of diversity and the implications of race and cultural understanding. As Newberry (2010) suggested, teacher preparation gives little attention to emotional work required by teachers. Reflective methods must be integrated into the undergraduate experiences of upcoming educators, providing a foundation on which to build effective classroom practices.

Both the *Relationship Builders* and the *Confident Pragmatic* were cognizant of the need for effective, caring, supportive relationships with their students. However, this study revealed how implicit bias impeded the implementation of practices of social justice or culturally responsive pedagogy. The embedded normalization of disciplinary mechanisms and accepted actions of adults when doling out discipline, although unfairly, must first be acknowledged and then impeded to disrupt the disproportionate exclusion of African American males from classrooms and schools.

Limitations of Study

Q Methodology is a mixed methods approach and is sometimes not maximized in effectiveness when unstructured interviews are not included. As a holistic method, narrative aspects of the Q-sort are collected as additional data for interpretation. Participants are afforded the opportunity to qualify their choices and decisions throughout the sort, and the unstructured interviews expand the researcher's understanding of

individual perspectives. Determinants of the factors are isolated to provide collective viewpoints.

Eleven responses may seem limited; however, a more in-depth examination of the effects of situations and interpretations also allows for cross-sectional analysis of the results. The subjectivity of this approach does not lend to generalization in the same manner as traditional research, however, Q Methodology is well suited to studying specific perspectives of participants. Furthermore, this approach is considered to offer generalizable perspectives because the statements used are from a larger sample or population. Still, the scope of the research does somewhat limit the capacity to generalize to other populations since additional factors could influence the experiences of participants in different schools.

Another possible limitation of the study relates to the selection of participants. The participants were pulled from one urban high school and they may have been responsive out of loyalty to the researcher, who had previously served six years ago as the principal in this school. The Q-sorts were conducted on one 10-hour day, and participants were selected based on availability for the chosen date. Other potential participants were not considered if they were unable to attend on the selected day.

The instrumentation may have been a limitation using the forced distribution format. Some participants expressed a sense of discomfort during the process of assigning a level of agreement or disagreement with the 40 statements. This uneasiness may have resulted in frustration and simply placing statements in levels to reach completion. Although commentary provided greater insight into the assignment of statements, fatigue and angst may have influenced such decisions.

The factor array for Factor 2 identified only one participant, which does not represent a collective viewpoint. This factor provided a unique perspective of an African American teacher; however, the assumption cannot be made that the embodiment of other Black teachers can be found in this viewpoint.

Recommendations for Future Research

There is a noteworthy lacuna in the research examining the point of entry for African American males into the disciplinary system from the classroom. Clarity lacks regarding the role that teacher beliefs play in the phenomenon of disproportionality for young Black men. The current study contributes to the body of research looking at the phenomenon of disparate discipline of Black males in high school. Considering the continued harsh realities for these students warrants further research.

The silencing of students impacted by these exclusionary practices is deafening. Future research that extracts the Black male student perspective has the potential to further the initiative to touch the heart of the educators who have good intentions, but misaligned practices. Building upon this initial research, the Black male student voice should be explored. This missing piece could further inform the understanding of educators and facilitate creating a bridge for racial cognizance and integration of culturally responsive practices.

These findings implicate the ineffectiveness of teacher education programs provided by higher education. A lack of preparation to teach children of different races contributes to the paradigm of implicit bias. Further research that targets actual teacher preparation programs and readiness to teach in diverse classrooms, and specifically in

urban settings, should be considered. This study offers compelling evidence that attention must be given to closing this preparation gap.

Teacher-student relationships emerged as significant in building rapport and trust in the classroom. Additional research focused on the perspective of both the teacher and the student regarding the interconnection between the two should be considered. Since these relationships impact the outcomes for both teachers and students (Claessens et al., 2016), it is critical to investigate what misalignment occurs between the two. Teachers maintain the upper hand in the balance of power, thus, care must be used when exacting discipline. Therefore, while teachers may perceive the student as disrespectful or insubordinate, they may be misinterpreting the child's actions or intent.

Further research to explore the professional development tactics employed by school districts to change the trajectory of disciplinary practices warrants consideration. Many districts provide curriculum and pedagogical direction; however, they do not seem to accomplish desired outcomes evidenced by teacher practice. The specific content of the continuing education options has been viewed, but the actual strategies used to engage the educators in the learning experience needs further investigation.

A study that delves into the statistical discipline data of the teacher disaggregated by race and gender could further inform this body of research. A quantitative approach combined with qualitative data should be contemplated that examines the correlation between practice and intent. This study suggests that implicit bias has an overwhelming effect on the decisions and actions of teachers, but there is no data regarding the actual statistical practice of removing students from the classroom. Such an investigation could provide another angle to analyze the phenomenon of disproportionality.

Finally, the results of this study suggest that the race of the teacher might influence the manner in which discipline is rendered. Participants revealed the belief that students may relate more acutely with a teacher of their own race and, thus, those relationships may be more solid. This contention implies that a closer look at the implications of the disciplinary actions and decisions of Black teachers regarding Black males could yield a more comprehensive discernment of the role of cultural understanding. Additional research that peers more deeply into the cultural divide should be explored.

Conclusion

The phenomenon of disproportionality in the discipline of young Black males prompted this glimpse into the practice of urban secondary educators. This study delved into the notion of how the beliefs of teachers impacted the point of entry of African American boys into the disciplinary system. Relying on Q Methodology, the researcher was able to investigate subjective viewpoints of participants and collective perspectives garnered by factor analysis. Review of the literature offered a foundation for further exploration, and this study detailed quantum analysis of factors to provide responses to research questions. Implications, limitations, and recommendations for further research were provided.

The results suggest that teachers in the urban setting express great respect for students in their classrooms and indicate that race does not factor into decisions to remove students from the classroom for misbehavior. While commenting that students are all treated the same, inconsistent practices and expectations emerged through the Q-sort. Intentions of teachers were misaligned with decisions and practices, indicating that

implicit bias was present. While the educators were unaware of this bias, they did acknowledge that the process involved in ranking statements evoked reflection. Post-sort interview responses implied that participants left the experience unsure that they truly acted in a way that supported their purported beliefs.

Engaged in emotional work, teachers face challenges in the classroom that require classroom management and relationship building. When a misalignment exists and implicit bias undermines intentional practice, professional development that is on-going and is initiated by touching the emotions of the teacher is critical. Teachers in this study want to do the right thing and expressed genuine care and concern for students. Thus, it is imperative that teacher education programs provide authentic experiences for candidates and that school districts offer authentic professional development that causes teachers to recognize and acknowledge bias. Only then can the intentions align with educator decisions and actions for fair and equitable outcomes for male students of color.

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Full Analysis Results for Two Factor Structure

Correlation Matrix Between Sorts

SORTS	1	2	3	4	5	6	7	8	9	10	11
1 PART8	100	37	54	42	54	39	35	40	43	44	46
2 PART9	37	100	22	36	39	47	31	12	43	21	22
3 PART10	54	22	100	55	70	68	57	65	63	43	69
4 PART1	42	36	55	100	68	43	66	38	20	41	49
5 PART11	54	39	70	68	100	70	68	61	53	57	72
6 PART6	39	47	68	43	70	100	54	57	60	49	57
7 PART5	35	31	57	66	68	54	100	54	32	44	52
8 PART3	40	12	65	38	61	57	54	100	53	50	57
9 PART4	43	43	63	20	53	60	32	53	100	30	59
10 PART7	44	21	43	41	57	49	44	50	30	100	41
11 PART2	46	22	69	49	72	57	52	57	59	41	100

Unrotated Factor Matrix

	Factors							
	1	2	3	4	5	6	7	8
SORTS								
1 PART8	0.6532	0.1715	0.0674	0.5372	-0.4341	0.1720	0.0463	-0.1014
2 PART9	0.4718	0.7023	0.4621	-0.0436	0.1352	0.0570	-0.1027	0.1049
3 PART10	0.8483	-0.0776	-0.2303	-0.1098	-0.1849	0.0615	0.2813	-0.0536
4 PART1	0.6955	-0.2561	0.5256	-0.1323	-0.1985	-0.0412	0.0819	0.2307
5 PART11	0.8991	-0.0878	0.1071	-0.0356	-0.0108	-0.1528	-0.0263	0.0407
6 PART6	0.8066	0.1876	-0.0799	-0.1424	0.3109	-0.0593	0.3536	-0.0608
7 PART5	0.7457	-0.2788	0.2954	-0.2603	0.0926	0.2257	-0.1874	-0.3397
8 PART3	0.7462	-0.2270	-0.3503	0.0211	0.1682	0.3645	-0.1237	0.2833
9 PART4	0.6902	0.4538	-0.4256	-0.0833	-0.0110	-0.0078	-0.1539	-0.0518
10 PART7	0.6430	-0.2251	0.0731	0.5376	0.4183	-0.1894	-0.0486	-0.0365
11 PART2	0.7953	-0.0793	-0.2217	-0.1359	-0.2293	-0.3656	-0.2130	0.0193
Eigenvalues	5.9465	1.0292	1.0108	0.7243	0.6416	0.4186	0.3461	0.2828
% expl.Var.	54	9	9	7	6	4	3	3

Cumulative Communalities Matrix

	Factors 1 Thru							
	1	2	3	4	5	6	7	8
SORTS								
1 PART8	0.4266	0.4560	0.4605	0.7492	0.9376	0.9672	0.9693	0.9796
2 PART9	0.2226	0.7157	0.9292	0.9311	0.9494	0.9527	0.9632	0.9742
3 PART10	0.7196	0.7256	0.7786	0.7907	0.8248	0.8286	0.9078	0.9106
4 PART1	0.4837	0.5493	0.8256	0.8431	0.8825	0.8842	0.8909	0.9441
5 PART11	0.8083	0.8160	0.8275	0.8287	0.8289	0.8522	0.8529	0.8545
6 PART6	0.6507	0.6859	0.6922	0.7125	0.8092	0.8127	0.9377	0.9414
7 PART5	0.5561	0.6338	0.7211	0.7888	0.7974	0.8483	0.8835	0.9989
8 PART3	0.5568	0.6083	0.7310	0.7314	0.7597	0.8926	0.9079	0.9882
9 PART4	0.4764	0.6823	0.8635	0.8704	0.8705	0.8706	0.8943	0.8970
10 PART7	0.4134	0.4641	0.4694	0.7585	0.9335	0.9693	0.9717	0.9730
11 PART2	0.6324	0.6387	0.6878	0.7063	0.7589	0.8926	0.9380	0.9383
cum% expl.Var.	54	63	73	79	85	89	92	95

Factor Matrix with an X Indicating a Defining Sort

	Loadings	
QSORT	1	2
1 PART8	0.6532X	0.1715
2 PART9	0.4718	0.7023X
3 PART10	0.8483X	-0.0776
4 PART1	0.6955X	-0.2561
5 PART11	0.8991X	-0.0878
6 PART6	0.8066X	0.1876
7 PART5	0.7457X	-0.2788
8 PART3	0.7462X	-0.2270
9 PART4	0.6902X	0.4538
10 PART7	0.6430X	-0.2251
11 PART2	0.7953X	-0.0793
% expl.Var.	54	9

PQMethod2.35   RUTH1
Path and Project Name: C:\Users\khlar\Desktop\PQMethod\projects/RUTH1

Free Distribution Data Results

QSORT	MEAN	ST.DEV.
1 PART8	0.000	2.196
2 PART9	0.000	2.196
3 PART10	0.000	2.196
4 PART1	0.000	2.196
5 PART11	0.000	2.196
6 PART6	0.000	2.196
7 PART5	0.000	2.196
8 PART3	0.000	2.196
9 PART4	0.000	2.196
10 PART7	0.000	2.196
11 PART2	0.000	2.196

Factor Scores with Corresponding Ranks

No.	Statement	No.	Factors 1		2	
1	Discipline in urban schools is doled out fairly.	1	-0.55	26	-1.82	40
2	The race of the student is an indicator of who.	2	-1.12	36	0.00	23
3	The race of the student has no impact on my	3	1.81	1	-0.46	29
4	I am cognizant of bias in my decisions related	4	0.70	12	0.46	17
5	I am more likely to be lenient with students who	5	0.49	14	-0.46	29
6	I tend to be more lenient on students who	6	0.51	13	-1.37	38
7	I treat students who follow the rules of the classroom	7	0.48	15	-0.91	34
8	I have positive relationships with all of my students.	8	1.26	7	0.46	17
9	My classroom is usually orderly.	9	1.13	9	1.82	2
10	I know about my students' lives and living situations.	10	1.46	5	1.37	6
11	I have positive relationships with all parents.	11	1.21	8	1.37	6
12	The race of the student is an indicator of how easy	12	-0.58	27	-1.37	38
13	I am confident in my ability to de-escalate situations	13	1.40	6	0.91	11
14	The race of the student is an indicator of who will	14	-1.44	39	0.46	17
15	I treat all students in my classroom the same.	15	1.54	4	0.91	11
16	I have had a student bring a weapon to school.	16	0.81	11	0.91	11
17	I am confident in my ability to teach in an urban scho	17	1.78	2	1.82	2
18	The SRO is often used as an enforcer in the school.	18	-0.50	24	0.91	11
19	My teacher education classes prepared me to	19	-0.24	19	-0.46	29
20	I believe the race of the student is an indicator	20	-0.38	20	-1.37	38
21	The race of the student is an indicator of how much	21	-0.54	25	0.00	23
22	The race of the student is an indicator of how	22	-0.22	18	1.37	6
23	The race of the student is an indicator of whether the	23	-0.43	21	-0.91	34
24	The race of the student is an indicator as to how	24	-0.73	29	0.46	17
25	The race of the student is an indicator of how.	25	-0.84	31	0.00	23
26	The race of the student is an indicator as to	26	-0.50	23	0.46	17
27	The race of the student is an indicator of how	27	-0.59	28	0.46	17
28	Teaching in an urban school is more difficult	28	0.89	10	-0.91	34
29	Students in other schools behave better that	29	0.44	16	-0.91	34
30	The misbehavior of students in urban classrooms	30	1.59	3	1.37	6
31	Violent behavior occurs in my classroom.	31	-0.99	34	-1.82	40
32	The race of the student is an indicator of violent	32	-1.00	35	-0.46	29
33	The race of the student is an indicator of who	33	-1.44	40	0.00	23
34	The race of the student is an indicator of who will	34	-1.32	38	-0.46	29
35	The race of the student is an indicator of the hostili	35	-0.85	32	0.00	23
36	The race of the student is an indicator of the level o	36	-0.78	30	-0.46	29
37	The race of the student is an indicator of how	37	-0.46	22	-1.37	38
38	The race of the student is an indicator of how	38	0.09	17	-0.91	34
39	The race of the student influences my tolerance of	39	-1.21	37	0.00	23
40	The race of the student is an indicator of the frequen	40	-0.91	33	0.91	11

Correlations Between Factor Scores

	1	2
1	1.0000	0.3984
2	0.3984	1.0000

Factor Scores -- For Factor   1

No.	Statement	No.	Z-SCORES
3	The race of the student has no impact on my	3	1.807
17	I am confident in my ability to teach in an urban school.	17	1.778
30	The misbehavior of students in urban classrooms	30	1.586
15	I treat all students in my classroom the same.	15	1.539
10	I know about my students' lives and living situations.	10	1.464
13	I am confident in my ability to de-escalate situations	13	1.402
8	I have positive relationships with all of my students.	8	1.261
11	I have positive relationships with all parents.	11	1.207
9	My classroom is usually orderly.	9	1.134
28	Teaching in an urban school is more difficult	28	0.894
16	I have had a student bring a weapon to school.	16	0.812
4	I am cognizant of bias in my decisions related	4	0.701
6	I tend to be more lenient on students who	6	0.505
5	I am more likely to be lenient with students who	5	0.492
7	I treat students who follow the rules of the classroom	7	0.478
29	Students in other schools behave better that	29	0.444
38	The race of the student is an indicator of how	38	0.089
22	The race of the student is an indicator of how	22	-0.221
19	My teacher education classes prepared me to	19	-0.237
20	I believe the race of the student is an indicator	20	-0.378
23	The race of the student is an indicator of whether the	23	-0.427
37	The race of the student is an indicator of how	37	-0.462
26	The race of the student is an indicator as to	26	-0.495
18	The SRO is often used as an enforcer in the school.	18	-0.503
21	The race of the student is an indicator of how much	21	-0.540
1	Discipline in urban schools is doled out fairly.	1	-0.547
12	The race of the student is an indicator of how easy	12	-0.579
27	The race of the student is an indicator of how	27	-0.586
24	The race of the student is an indicator as to how	24	-0.730
36	The race of the student is an indicator of the level of	36	-0.779
25	The race of the student is an indicator of how.	25	-0.842
35	The race of the student is an indicator of the hostility	35	-0.852
40	The race of the student is an indicator of the frequency	40	-0.909
31	Violent behavior occurs in my classroom.	31	-0.990
32	The race of the student is an indicator of violent	32	-0.995
2	The race of the student is an indicator of who.	2	-1.116
39	The race of the student influences my tolerance of	39	-1.215
34	The race of the student is an indicator of who will	34	-1.319
14	The race of the student is an indicator of who will	14	-1.435
33	The race of the student is an indicator of who	33	-1.436

Factor Scores -- For Factor   2

No.	Statement	No.	Z-SCORES
9	My classroom is usually orderly.	9	1.822
17	I am confident in my ability to teach in an urban school.	17	1.822
10	I know about my students' lives and living situations.	10	1.366
11	I have positive relationships with all parents.	11	1.366
22	The race of the student is an indicator of how	22	1.366
30	The misbehavior of students in urban classrooms	30	1.366
13	I am confident in my ability to de-escalate situations	13	0.911
15	I treat all students in my classroom the same.	15	0.911
16	I have had a student bring a weapon to school.	16	0.911
18	The SRO is often used as an enforcer in the school.	18	0.911
40	The race of the student is an indicator of the frequency	40	0.911
14	The race of the student is an indicator of who will	14	0.455
8	I have positive relationships with all of my students.	8	0.455
24	The race of the student is an indicator as to how	24	0.455
26	The race of the student is an indicator as to	26	0.455
27	The race of the student is an indicator of how	27	0.455
4	I am cognizant of bias in my decisions related	4	0.455
21	The race of the student is an indicator of how much	21	0.000
25	The race of the student is an indicator of how.	25	0.000
33	The race of the student is an indicator of who	33	0.000
35	The race of the student is an indicator of the hostility	35	0.000
39	The race of the student influences my tolerance of	39	0.000
2	The race of the student is an indicator of who.	2	0.000
19	My teacher education classes prepared me to	19	-0.455
32	The race of the student is an indicator of violent	32	-0.455
34	The race of the student is an indicator of who will	34	-0.455
3	The race of the student has no impact on my	3	-0.455
36	The race of the student is an indicator of the level of	36	-0.455
5	I am more likely to be lenient with students who	5	-0.455
7	I treat students who follow the rules of the classroom	7	-0.911
28	Teaching in an urban school is more difficult	28	-0.911
38	The race of the student is an indicator of how	38	-0.911
29	Students in other schools behave better that	29	-0.911
23	The race of the student is an indicator of whether the	23	-0.911
37	The race of the student is an indicator of how	37	-1.366
12	The race of the student is an indicator of how easy	12	-1.366
20	I believe the race of the student is an indicator	20	-1.366
6	I tend to be more lenient on students who	6	-1.366
1	Discipline in urban schools is doled out fairly.	1	-1.822
31	Violent behavior occurs in my classroom.	31	-1.822

Descending Array of Differences Between Factors   1 and   2

No.	Statement	No.	Type 1	Type 2	Difference
3	The race of the student has no impact on my	3	1.807	-0.455	2.263
6	I tend to be more lenient on students who	6	0.505	-1.366	1.872
28	Teaching in an urban school is more difficult	28	0.894	-0.911	1.805
7	I treat students who follow the rules of the classroom	7	0.478	-0.911	1.389
29	Students in other schools behave better that	29	0.444	-0.911	1.355
1	Discipline in urban schools is doled out fairly.	1	-0.547	-1.822	1.275
38	The race of the student is an indicator of how	38	0.089	-0.911	1.000
20	I believe the race of the student is an indicator	20	-0.378	-1.366	0.988
5	I am more likely to be lenient with students who	5	0.492	-0.455	0.948
37	The race of the student is an indicator of how	37	-0.462	-1.366	0.904
31	Violent behavior occurs in my classroom.	31	-0.990	-1.822	0.832
8	I have positive relationships with all of my students.	8	1.261	0.455	0.806
12	The race of the student is an indicator of how easy	12	-0.579	-1.366	0.787
15	I treat all students in my classroom the same.	15	1.539	0.911	0.628
13	I am confident in my ability to de-escalate situations	13	1.402	0.911	0.491
23	The race of the student is an indicator of whether the	23	-0.427	-0.911	0.484
4	I am cognizant of bias in my decisions related	4	0.701	0.455	0.245
30	The misbehavior of students in urban classrooms	30	1.586	1.366	0.220
19	My teacher education classes prepared me to	19	-0.237	-0.455	0.219
10	I know about my students' lives and living situations.	10	1.464	1.366	0.098
17	I am confident in my ability to teach in an urban school.	17	1.778	1.822	-0.044
16	I have had a student bring a weapon to school.	16	0.812	0.911	-0.099
11	I have positive relationships with all parents.	11	1.207	1.366	-0.159
36	The race of the student is an indicator of the level of	36	-0.779	-0.455	-0.323
32	The race of the student is an indicator of violent	32	-0.995	-0.455	-0.540
21	The race of the student is an indicator of how much	21	-0.540	0.000	-0.540
9	My classroom is usually orderly.	9	1.134	1.822	-0.688
25	The race of the student is an indicator of how.	25	-0.842	0.000	-0.842
35	The race of the student is an indicator of the hostility	35	-0.852	0.000	-0.852
34	The race of the student is an indicator of who will	34	-1.319	-0.455	-0.864
26	The race of the student is an indicator as to	26	-0.495	0.455	-0.951
27	The race of the student is an indicator of how	27	-0.586	0.455	-1.041
2	The race of the student is an indicator of who.	2	-1.116	0.000	-1.116
24	The race of the student is an indicator as to how	24	-0.730	0.455	-1.186
39	The race of the student influences my tolerance of	39	-1.215	0.000	-1.215
18	The SRO is often used as an enforcer in the school.	18	-0.503	0.911	-1.414
33	The race of the student is an indicator of who	33	-1.436	0.000	-1.436
22	The race of the student is an indicator of how	22	-0.221	1.366	-1.587
40	The race of the student is an indicator of the frequency	40	-0.909	0.911	-1.820
14	The race of the student is an indicator of who will	14	-1.435	0.455	-1.891

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Exact Factor Scores (á la SPSS) in Z-Score and T-Score units

No.	Statement	No.	1		2	
1	Discipline in urban schools is doled out fairly.	1	-0.75	42	-1.86	31
2	The race of the student is an indicator of who.	2	-0.96	40	0.37	54
3	The race of the student has no impact on my	3	1.59	66	-0.56	44
4	I am cognizant of bias in my decisions related	4	0.60	56	-0.54	45
5	I am more likely to be lenient with students who	5	0.47	55	-1.55	35
6	I tend to be more lenient on students who	6	0.44	54	-2.37	26
7	I treat students who follow the rules of the classroom	7	0.39	54	-1.51	35
8	I have positive relationships with all of my students.	8	1.26	63	0.23	52
9	My classroom is usually orderly.	9	1.21	62	1.45	64
10	I know about my students' lives and living situations.	10	1.55	66	0.76	58
11	I have positive relationships with all parents.	11	1.32	63	1.23	62
12	The race of the student is an indicator of how easy	12	-0.60	44	-0.32	47
13	I am confident in my ability to de-escalate situations	13	1.50	65	-0.08	49
14	The race of the student is an indicator of who will	14	-1.18	38	0.89	59
15	I treat all students in my classroom the same.	15	1.56	66	0.15	51
16	I have had a student bring a weapon to school.	16	0.71	57	1.10	61
17	I am confident in my ability to teach in an urban scho	17	1.98	70	-0.03	50
18	The SRO is often used as an enforcer in the school.	18	-0.47	45	0.04	50
19	My teacher education classes prepared me to	19	-0.28	47	-1.51	35
20	I believe the race of the student is an indicator	20	-0.50	45	-0.75	43
21	The race of the student is an indicator of how much	21	-0.56	44	-0.25	47
22	The race of the student is an indicator of how	22	-0.09	49	0.53	55
23	The race of the student is an indicator of whether the	23	-0.39	46	0.40	54
24	The race of the student is an indicator as to how	24	-0.76	42	1.53	65
25	The race of the student is an indicator of how.	25	-0.97	40	0.35	54
26	The race of the student is an indicator as to	26	-0.48	45	1.45	65
27	The race of the student is an indicator of how	27	-0.41	46	0.98	60
28	Teaching in an urban school is more difficult	28	0.82	58	-1.24	38
29	Students in other schools behave better that	29	0.39	54	-0.15	48
30	The misbehavior of students in urban classrooms	30	1.58	66	0.68	57
31	Violent behavior occurs in my classroom.	31	-1.15	38	-2.02	30
32	The race of the student is an indicator of violent	32	-1.06	39	0.43	54
33	The race of the student is an indicator of who	33	-1.39	36	0.43	54
34	The race of the student is an indicator of who will	34	-1.35	37	0.06	51
35	The race of the student is an indicator of the hostili	35	-0.87	41	0.90	59
36	The race of the student is an indicator of the level o	36	-0.80	42	0.10	51
37	The race of the student is an indicator of how	37	-0.63	44	-0.22	48
38	The race of the student is an indicator of how	38	0.11	51	-0.37	46
39	The race of the student influences my tolerance of	39	-1.17	38	-0.05	50
40	The race of the student is an indicator of the frequen	40	-0.65	43	1.33	63

Factor Q-Sort Values for Each Statement

No.	Statement	No.	1	2
1	Discipline in urban schools is doled out fairly.	1	-1	-4
2	The race of the student is an indicator of who.	2	-3	0
3	The race of the student has no impact on my	3	4	-1
4	I am cognizant of bias in my decisions related	4	1	1
5	I am more likely to be lenient with students who	5	1	-1
6	I tend to be more lenient on students who	6	1	-3
7	I treat students who follow the rules of the classroom	7	1	-2
8	I have positive relationships with all of my students.	8	2	1
9	My classroom is usually orderly.	9	2	4
10	I know about my students' lives and living situations.	10	3	3
11	I have positive relationships with all parents.	11	2	3
12	The race of the student is an indicator of how easy	12	-1	-3
13	I am confident in my ability to de-escalate situations	13	3	2
14	The race of the student is an indicator of who will	14	-4	1
15	I treat all students in my classroom the same.	15	3	2
16	I have had a student bring a weapon to school.	16	2	2
17	I am confident in my ability to teach in an urban school.	17	4	4
18	The SRO is often used as an enforcer in the school.	18	-1	2
19	My teacher education classes prepared me to	19	0	-1
20	I believe the race of the student is an indicator	20	0	-3
21	The race of the student is an indicator of how much	21	-1	0
22	The race of the student is an indicator of how	22	0	3
23	The race of the student is an indicator of whether the	23	0	-2
24	The race of the student is an indicator as to how	24	-1	1
25	The race of the student is an indicator of how.	25	-2	0
26	The race of the student is an indicator as to	26	0	1
27	The race of the student is an indicator of how	27	-1	1
28	Teaching in an urban school is more difficult	28	2	-2
29	Students in other schools behave better that	29	1	-2
30	The misbehavior of students in urban classrooms	30	3	3
31	Violent behavior occurs in my classroom.	31	-2	-4
32	The race of the student is an indicator of violent	32	-3	-1
33	The race of the student is an indicator of who	33	-4	0
34	The race of the student is an indicator of who will	34	-3	-1
35	The race of the student is an indicator of the hostility	35	-2	0
36	The race of the student is an indicator of the level of	36	-2	-1
37	The race of the student is an indicator of how	37	0	-3
38	The race of the student is an indicator of how	38	1	-2
39	The race of the student influences my tolerance of	39	-3	0
40	The race of the student is an indicator of the frequency	40	-2	2

Factor Q-Sort Values for Statements sorted by Consensus vs. Disagreement (Variance across Factor Z-Scores)

Factor Arrays

No.	Statement	No.	1	2
17	I am confident in my ability to teach in an urban school.	17	4	4
10	I know about my students' lives and living situations.	10	3	3
16	I have had a student bring a weapon to school.	16	2	2
11	I have positive relationships with all parents.	11	2	3
19	My teacher education classes prepared me to	19	0	-1
30	The misbehavior of students in urban classrooms	30	3	3
4	I am cognizant of bias in my decisions related	4	1	1
36	The race of the student is an indicator of the level of	36	-2	-1
23	The race of the student is an indicator of whether the	23	0	-2
13	I am confident in my ability to de-escalate situations	13	3	2
32	The race of the student is an indicator of violent	32	-3	-1
21	The race of the student is an indicator of how much	21	-1	0
15	I treat all students in my classroom the same.	15	3	2
9	My classroom is usually orderly.	9	2	4
12	The race of the student is an indicator of how easy	12	-1	-3
8	I have positive relationships with all of my students.	8	2	1
31	Violent behavior occurs in my classroom.	31	-2	-4
25	The race of the student is an indicator of how.	25	-2	0
35	The race of the student is an indicator of the hostility	35	-2	0
34	The race of the student is an indicator of who will	34	-3	-1
37	The race of the student is an indicator of how	37	0	-3
5	I am more likely to be lenient with students who	5	1	-1
26	The race of the student is an indicator as to	26	0	1
20	I believe the race of the student is an indicator	20	0	-3
38	The race of the student is an indicator of how	38	1	-2
27	The race of the student is an indicator of how	27	-1	1
2	The race of the student is an indicator of who.	2	-3	0
24	The race of the student is an indicator as to how	24	-1	1
39	The race of the student influences my tolerance of	39	-3	0
1	Discipline in urban schools is doled out fairly.	1	-1	-4
29	Students in other schools behave better that	29	1	-2
7	I treat students who follow the rules of the classroom	7	1	-2
18	The SRO is often used as an enforcer in the school.	18	-1	2
33	The race of the student is an indicator of who	33	-4	0
22	The race of the student is an indicator of how	22	0	3
28	Teaching in an urban school is more difficult	28	2	-2
40	The race of the student is an indicator of the frequency	40	-2	2
6	I tend to be more lenient on students who	6	1	-3
14	The race of the student is an indicator of who will	14	-4	1
3	The race of the student has no impact on my	3	4	-1

Factor Characteristics

	Factors	
	1	2
No. of Defining Variables	10	1
Average Rel. Coef.	0.800	0.800
Composite Reliability	0.976	0.800
S.E. of Factor Z-Scores	0.156	0.447

Standard Errors for Differences in Factor Z-Scores

(Diagonal Entries Are S.E. Within Factors)

Factors	1	2
1	0.221	0.474
2	0.474	0.632

Distinguishing Statements for Factor 1

(P < .05 ; Asterisk (*) Indicates Significance at P < .01)

Both the Factor Q-Sort Value (Q-SV) and the Z-Score (Z-SCR) are Shown.

			Factors			
			1		2	
No.	Statement	No.	Q-SV	Z-SCR	Q-SV	Z-SCR
3	The race of the student has no impact on my	3	4	1.81*	-1	-0.46
28	Teaching in an urban school is more difficult	28	2	0.89*	-2	-0.91
6	I tend to be more lenient on students who	6	1	0.51*	-3	-1.37
5	I am more likely to be lenient with students who	5	1	0.49	-1	-0.46
7	I treat students who follow the rules of the classroom	7	1	0.48*	-2	-0.91
29	Students in other schools behave better that	29	1	0.44*	-2	-0.91
38	The race of the student is an indicator of how	38	1	0.09	-2	-0.91
22	The race of the student is an indicator of how	22	0	-0.22*	3	1.37
20	I believe the race of the student is an indicator	20	0	-0.38	-3	-1.37
26	The race of the student is an indicator as to	26	0	-0.50	1	0.46
18	The SRO is often used as an enforcer in the school.	18	-1	-0.50*	2	0.91
1	Discipline in urban schools is doled out fairly.	1	-1	-0.55*	-4	-1.82
27	The race of the student is an indicator of how	27	-1	-0.59	1	0.46
24	The race of the student is an indicator as to how	24	-1	-0.73	1	0.46
40	The race of the student is an indicator of the frequency	40	-2	-0.91*	2	0.91
2	The race of the student is an indicator of who.	2	-3	-1.12	0	0.00
39	The race of the student influences my tolerance of	39	-3	-1.21	0	0.00
14	The race of the student is an indicator of who will	14	-4	-1.44*	1	0.46
33	The race of the student is an indicator of who	33	-4	-1.44*	0	0.00

Consensus Statements -- Those That Do Not Distinguish Between ANY Pair of Factors.

All Listed Statements are Non-Significant at P>.01, and Those Flagged With an * are also Non-Significant at P>.05.

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                                                          Factors

                                                      1           2
No.   Statement                              No.   Q-SV Z-SCR  Q-SV Z-SCR

  2   The race of the student is an indicator of who.    2   -3 -1.12   0  0.00
  4*  I am cognizant of bias in my decisions related     4    1  0.70   1  0.46
  5   I am more likely to be lenient with students who    5    1  0.49  -1 -0.46
  8*  I have positive relationships with all of my students.  8   2  1.26   1  0.46
  9*  My classroom is usually orderly.                    9    2  1.13   4  1.82
 10*  I know about my students' lives and living situations. 10  3  1.46   3  1.37
 11*  I have positive relationships with all parents.    11    2  1.21   3  1.37
 12*  The race of the student is an indicator of how easy 12   -1 -0.58  -3 -1.37
 13*  I am confident in my ability to de-escalate situations 13  3 1.40   2  0.91
 15*  I treat all students in my classroom the same.     15    3  1.54   2  0.91
 16*  I have had a student bring a weapon to school.     16    2  0.81   2  0.91
 17*  I am confident in my ability to teach in an urban school. 17  4 1.78  4  1.82
 19*  My teacher education classes prepared me to        19    0 -0.24  -1 -0.46
 20   I believe the race of the student is an indicator   20    0 -0.38  -3 -1.37
 21*  The race of the student is an indicator of how much 21   -1 -0.54   0  0.00
 23*  The race of the student is an indicator of whether the 23  0 -0.43  -2 -0.91
 24   The race of the student is an indicator as to how   24   -1 -0.73   1  0.46
 25*  The race of the student is an indicator of how.     25   -2 -0.84   0  0.00
 26   The race of the student is an indicator as to       26    0 -0.50   1  0.46
 27   The race of the student is an indicator of how      27   -1 -0.59   1  0.46
 30*  The misbehavior of students in urban classrooms     30    3  1.59   3  1.37
 31*  Violent behavior occurs in my classroom.            31   -2 -0.99  -4 -1.82
 32*  The race of the student is an indicator of violent   32   -3 -1.00  -1 -0.46
 34*  The race of the student is an indicator of who will  34   -3 -1.32  -1 -0.46
 35*  The race of the student is an indicator of the hostility 35  -2 -0.85  0  0.00
 36*  The race of the student is an indicator of the level of 36  -2 -0.78 -1 -0.46
 37*  The race of the student is an indicator of how       37    0 -0.46  -3 -1.37
 38   The race of the student is an indicator of how       38    1  0.09  -2 -0.91
 39   The race of the student influences my tolerance of   39   -3 -1.21   0  0.00
```

Q Sorts of Participants

1PART8

-4	-3	-2	-1	0	1	2	3	4
33	28	4	18	19	10	22	6	30
34	31	36	40	15	23	9	38	11
	21	39	24	27	16	13	17	
	1	25	32	37	8	12	3	
		20	35	7	5	14		
			2	26	29			

2PART 9

-4	-3	-2	-1	0	1	2	3	4
1	37	28	19	35	4	15	30	9
31	12	29	34	2	8	16	11	17
	20	7	32	33	14	18	22	
	6	38	36	25	27	40	10	
		23	3	21	26	13		
			5	39	24			

3PART10

-4	-3	-2	-1	0	1	2	3	4
1	2	32	26	37	8	7	17	15
39	33	36	40	19	13	29	16	3
	14	35	24	20	31	28	11	
	18	22	21	12	5	10	9	
		34	27	23	4	30		
			25	38	6			

4PART1

-4	-3	-2	-1	0	1	2	3	4
37	40	24	21	15	31	4	10	17
32	12	1	14	11	30	6	9	19
	12	26	2	39	5	16	3	
	33	25	35	8	18	28	13	
		34	36	29	38	22		
			20	27	7			

5PART11

-4	-3	-2	-1	0	1	2	3	4
40	2	12	24	25	18	15	8	3
14	31	39	35	38	22	4	13	30
	33	23	26	19	6	11	10	
	34	27	36	1	7	16	17	
		32	20	29	28	9		
			21	37	5			

6PART6

-4	-3	-2	-1	0	1	2	3	4
36	37	12	34	18	8	11	15	3
31	14	2	35	24	23	17	4	30
	25	33	20	27	29	28	13	
	22	39	1	32	7	9	10	
		19	38	5	26	16		
			6	40	21			

7PART5

-4	-3	-2	-1	0	1	2	3	4
26	36	32	25	21	12	8	15	17
24	37	29	38	33	11	30	10	28
	23	27	19	14	7	13	3	
	35	34	39	1	9	6	4	
		2	40	18	5	22		
			31	20	16			

8PART3

-4	-3	-2	-1	0	1	2	3	4
24	14	18	31	16	29	9	13	15
25	26	12	4	38	23	30	3	17
	39	22	2	32	6	28	5	
	20	19	34	27	37	7	8	
		35	40	21	36	11		
			33	10	1			

9PART4

-4	-3	-2	-1	0	1	2	3	4
19	1	5	25	26	30	13	11	10
31	18	32	33	40	27	3	9	8
	39	14	4	20	36	17	28	
	6	21	7	35	37	29	15	
		34	22	12	38	16		
			2	24	23			

10PART7

-4	-3	-2	-1	0	1	2	3	4
16	14	35	24	40	28	11	5	17
31	34	39	22	21	29	30	10	13
	32	3	2	37	19	8	6	
	33	36	12	27	38	18	7	
		9	1	20	4	15		
			25	26	23			

11PART2

-4	-3	-2	-1	0	1	2	3	4
33	21	25	12	24	28	13	17	15
18	14	32	22	36	26	9	3	8
	27	7	2	19	16	29	10	
	34	23	37	5	4	11	30	
		35	40	31	6	1		
			39	38	20			

Appendix B

1PART8

More than likely I've had a student bring a weapon to school so I'm going to say I agree

there. The race of the student is an indicator of how intimidating they seem to be. This

one, I, can I ask your opinion on these? I'm not intimidated by them but I would say that

like my sister, who lives in (city) that does not have exposure to inner-city kids would be.

So where do you think I should put that or you can't tell me? Ok I'll be neutral. The race

of the student is an indicator of how easy they are to deal with them. I disagree with this

one. The race of the student influences my tolerance of behavior. Disagree. I treat

students who follow the rules of the classroom with more tolerance. I disagree with this

one.

Follow the rules of the classroom with more tolerance, no, I like the bad ones. A positive

relationship with all my students, I agree. Prepare me to teach students of different races,

disagree with that one. It's been a long time since I've been in school though. The race is

an indicator of violent behavior, I disagree. An indicator of hostility of the student-I

disagree with that. The race of the student is an indicator of who will be sent out of my

classroom, disagree.

This is a funny one. I got a horrible evaluation this year. They don't think I do a good job.

Classroom is usually orderly; I agree with that. Attendance, I disagree.

Teaching in an urban school is more difficult, I disagree. Do I get to validate why I

disagree with that? Disagree- I am confident ability to teach in an urban school. Violent

behavior occurs in my classroom-neutral, once in a great while. The race of the student is an indicator as to how much they value education. I'm going to say neutral on that.

The race of the student is an indicator of who will be compliant in my classroom-I disagree. I develop positive relationships with my parents-I'll go neutral. No, I agree with that-I haven't had any problems with parents this year.

I don't think race has anything to do with that. Their compliance, it depends on the relationship. Okay, discipline is doled out fairly, not in my school- in my particular case I'm going to say this is true because the discipline in our school right now is not, not good; there's not enough discipline. The SRO is used as an enforcer, I say no. I don't even see an SRO. The race of the students is an indicator of their attendance. I don't want this one in this pile. Can I put it in the other, yeah, this is my neutral pile? The race of the student is an indicator of who will be sent out-I strongly disagree with that because it doesn't matter what their race is, I send them out based on how they're behaving. The race of the student is an indicator of who will be sent out; that's a definite no. They know it depends on the situation. The race of the student…behavior in my classroom, definitely not. Any of them can be a behavior problem depending on their situation and their disability sometimes It has a lot to do with that or what's going on in their lives. Do you want me to share stories?

I have a student right now- her mother's been charged with a felony. She's one of our PBIS students so she's one of the focus students and she has a horrible life. She was

raised by her grandma and her mom got out of jail. She just missed school last week because the mother was going to court and had 3 felony charges, and the girl, who is 16, just found out she was pregnant. She went to court and like I said, it depends on the situation-that poor little girl doesn't have a chance.

My teacher education classes prepared me to teach students of different races I don't know this but I don't think applies to me because like I said I've been out of school for a long time cuz you go to college, yeah, but I don't remember ever having a class on races or minorities.

The race of the student is an indicator of how motivated they are-it depends on their upbringing or where they came from.

I treat students who follow the rules of the classroom with more tolerance; yes. I have to move this one. What's going on in the house I have to move these around now cuz I want this in this column. The race of the student influences my tolerance no, now I guess... The race of the student is an indicator of how easy they are to deal with. I'm going to say yes. Because some of the African American students say I don't understand because I'm white; I hear that a lot. (*So, is this a statement you agree with or disagree with?*) I agree with.

The race of the student is an indicator of how much attention they require-neutral. The race of the student is an indicator of how likely they are to come to class prepared. I'm going to put this in the neutral cuz I don't think the race matters. I need to find out which

ones I strongly disagree with the most; I don't want to make your data wrong. *(There is no right or wrong.)*

Is there, I don't know that's one- looks okay. I teach Special Ed., I don't know if you knew that I have the worst of the worst. I get all the kids from the alternative school, know that I'm in inclusion and inclusion seems to be the dumping ground for anybody that has any kind of problem even if it's not educational like I have that young man right now from Ashtabula who just was taken away from his second adoptive family because he was being abused, and they put him in our inclusion class, and he just is dying for attention, so he acts up and it's just heartbreaking.

Oh my gosh I just can't do it anymore cuz it's too personal. That's why, and then I worry about them. This little boy is in a foster home. Another kid, oh that's fine, and he says the other kids in the foster home pick on him and they keep them up and then he wants to go back to his mom but the mother was abusing him. And this is like I said, a second adoptive parent and all her kids were taken away and then she just had a baby. But he's going to choose the station with the computers and he was messaging his mother and I guess the adopted mom is just brutal to him and then grandma and grandma knew what was going on. So needless to say, they put him in inclusion, with the worst of the worst, which probably aren't the best influence on him, and now that I know what's going on I can deal with him. This is going to be a therapy session.

The race of the student has no impact on me decision to remove the student. After I have

a positive relationship with my parents I'm going to put this on here, oh no…Three, there

I treat all students in my classroom the same now. I'm confident in my abilities to de-

escalate, in general yes, lately no. It's time to walk away. Students in other schools

behave better than the students in urban schools. I am more likely to be lenient with the

students who usually behave; definitely. The misbehaviors of students in the classroom

often affect the learning of others- strongly agree.

College did not prepare me. But I don't I don't ever remember having anything on

race. I'll be honest with you there, I don't think they (the professors) were very good.

Most of my experience was from subbing. I went to (college), spent time in California in

an urban school district there, came back here and subbed for 5 years in (urban city) most

of time, and then I ended up in (school). Most of my experience was in the urban.

Does your district provide you with professional development in these areas?

We have lots of professional development but right now I would say not much of it deals

with behavior. I think the biggest issue right now for me is behavior and back to, I think

things need to be dealt with-the students need to be dealt with based on their ability or

their disability or what their situation is. Right now, there's not enough discipline, still

like I have a student right now he is ED. He's been ED his entire life; he is a sophomore. I

write IEP's. Everything that I read was behavior. We have a PBIS organization in our

school and I went to the teacher that was in charge of that and said, "is this child on a

behavior plan?" And I was told, "oh, you're the only one having problems with him." I

was like ok. Call the parent, whatever you need to do and I get to the meeting, and I said I need help writing these behavior goals, and a book was handed to me and said, you can find a goal in here and we can't help you cuz we don't know what his behaviors are.

So, at that point I said okay, so the art teacher was there who's also having a problem with this child. It was brought to my attention that I needed to document this behavior- I've been teaching special ed for years. He can document his own behavior so I made a paper and he fills out and so he was improving. But when he gets trouble and I send him out, and he gets time out and then they send him back and in the back of his head he says so I don't have to behave because I don't get in trouble. Then that's what's frustrating for me. And he's a white student so it's not…

Discipline is not doled out fairly. They have their favorites, like the little girl that I was telling you about whose mom's going to jail. She needs, in my opinion, yes, she needs to deal with it. And you can't let her wear slippers and then the next five kids that have slippers you put them in ISI or suspend them- that's where I have a problem. It's not consistent.

Maybe she has an issue and that her feet are swollen and so for them, but we all know we've all been pregnant. And in our building, we could give her shoes for that. So those are the kind of things that I don't agree with.

So that's why I think it's not fair.

So, do you have any PD that is on de-escalation for when you feel yourself getting worked up? No. Okay, another situation, I'll give you another example. I will go out of my way to help any kid whether I know them or not so I was in my room and like I said, I worry about these kids, their environments that they're in so forth, and so, on my prep, there was a girl outside my hall and I heard a teacher ask her can you breathe? And so, I walked out there I give assistance because I was like concerned and the little girl said, I think she was a sophomore, said I took some pills this morning. I feel like I'm going to pass out blah blah blah. Well just a couple weekends before my little 10-year old, I thought had a seizure, so I went over. And I'm helping her like, what do you need me to do? They call a principal and this, this child is turning pale white. And I said, well maybe we need to call an ambulance. And the principal said to me, you just need to calm down. And I wasn't worked up at all, so I just walked in my room and closed the door. So, I feel devalued in that respect.

At least there's all these little things that just keep chipping away I hate to leave the kids, I really do, but it's just, my health is more important. I know there's a lot of principals and teachers that left (school) to go to (school), so I'd be more than happy to sub there. Yeah, if something comes up and I'll take it.

Why did you strongly disagree with these?
 I strongly disagree with that (the race of the student is an indicator of who will be sent out of my classroom) because there's a variety of races in the school district that I teach in

and it's not always the black children, always the white children. It just depends on the kid, so that's why I put that. The race of the student is an indicator of who will be sent out of my classroom for disruption. Those are the same things; it doesn't matter if they're black or white, and what I've heard through the grapevine, was they were actually, I don't know how true it is cuz rumors. But, they were tallying how many black kids and how many white kids you were sending out of class.

I know I don't think race has anything to do with that just depends on the student. I think at our school like the kids are aware of the race card, like for example, I had a student couple weeks ago tell me I hate white people, that and you're white, that's why you're throwing me out. I said you better watch, out this is wrong, there a lot of white people out in the world. And she looked at me and she said I live in the ghetto and we have guns and she walked out of the room. And nothing happened to her-a timeout. I think the black students, in my opinion, are to the point now where if a white teacher does something that they feel that they have the upper hand and that we aren't backed up as educators. I feel that way that this is the situation in the school that I'm in right now. I don't feel safe there professionally. Cuz you have a kid say you did something and there's nobody there to back you up.

My parents. Doesn't matter what race they are, what economic background they come from. I treat them all the same. I love the parents. Like for example, here's an example of another student. We have I have yet another young student who came from New York to live with her mother. She has disabilities or she's bi-polar, has social issues. I know she

was taken away from her mother last year and ended up in our school system, so I've worked with her. She's in my advisory class which is a class where my special ed kids and I and I can work with them one-on-one help. And for jobs, future, think about college, resumes, so forth. So, I have her and I encourage all of my special ed kids to go to the (vocational school). I mean probably 75 or 80% of my kids go there. This particular young lady got accepted and she got accepted into the jobs program, which is job training, so when she gets out of school, hopefully she'll be able to get a job. She right now could not probably work and she's another student that had ED diagnosis.

Dad and stepmom and they did not want the daughter there even though she is 16 and they told us that they are not letting her go there because she doesn't know how to behave at home and I was like begging them. And going back to the relationships, I've called this parent on positive notes and negative notes. We have to educate these parents too because they're like she's so forth and so on so.

And I have these two brothers, I don't know this for a fact, but the other one told me the one little, little boy, they're cousins, but they're raised by the same mother, so that they're brothers basically. But the one little boy's family was the mother and two siblings were killed in a fire couple years ago. Nobody told me. Once I started peeling away, and then the kids told me, then I had a whole different outlook on it. And she has been very supportive, but that poor little boy, I mean, she worried about the one student and the other child is just as bad. But, yeah so, I try like I said. I sent thank you notes after parent-teacher conferences and wrote to my students after the year ended, and some wrote back.

And apparently, I think it's the state and all the pressure they're putting on teachers. The misbehavior of students affects the other students. I strongly agree with this one because, and then particular dynamics of my school, like I told you, I had the inclusion class and they tend to put behavior problems and undiagnosed kids in there. So, what's happening now is that I teach biology inclusion and the kids come from (alternative school). So, they've been coming into our classroom and it's to the point now where there are five or six of them that are so bad that the teacher can't teach. So, it's gotten to the point where I take those five or six kids up to my room, do whatever he's doing, if they choose to do it, they do it. And if they don't, they don't. So, I agree that they do. Those students, I hate to give up on them, but there are a handful of those kids that are not going to, they're not going to make it, and we can't change them by now. So, why are the other 25 kids in that class supposed to suffer? So that's another one of my frustrations.

Are there any statements you would have added?

No. Urban education has a lot to do with Administration and if you don't have a strong administrator, not that I don't want to... The State saying... But it's to the point now where our particular Administration, all the way up to the superintendent, they, they don't see us teachers as teachers anymore, and they don't see you as a person. *So, what are you?* I'm just, I don't know what I am. I'm unappreciated.

I'm going to cry; that's how bad it is. I'm going to cry; I don't want to leave. But I can't do it anymore. I don't think I'll have the stress. I had surgery. I had 95% blockage in my carotid artery. The stress of the job-doing, it's just not worth it. (In tears)

What happened in your evaluation?

I was developing and ineffective. I had a group of kids. There were 13 of them. And they're the worst of the worst. The ED kids. I was out by the first 4 weeks of school cuz my surgery so I went in and, and, of course, I'm online looking at their grades. I knew I had to get back and I went back early. And I had to get these kids in line. These kids in the classroom, and we have inclusion and PBIS and pretty good subs, there, but they vary. She had 2 aides in there to give you an idea, so it must have been bad. So, I came back I mean, granted, I don't claim to be super teacher, but these kids were learning. I was teaching the cell and they are supposed to have it in the middle school. But if they don't have it, they don't have it and you can't just move on.

Only going to school for two weeks and the kids were in the room they were attending class on time, that's another problem. We have kids tardy 50 times a day. So, I made an appointment with (assistant superintendent) and she was like, "Oh, okay, okay, well, you need to do this and this…" and I was like, okay, whatever, nobody cares anymore.

I got these kids working and we were doing stations and I originally put a timer up to move around the station but they were moving so I quit using the timer on the clock. before, these kids were throwing crayons and when they walked in the room I said, "we

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won't be throwing any crayons today." And the person wrote that I was negative to the kids that the kids weren't learning anything, that I got rid of the timer. It wasn't working and they didn't need it. They were going around and they were getting work done and then she told me they weren't learning anything. How are you going to say that when they were going around the room and doing what they were supposed to be doing? I'm sorry how could you, not that I'm super teacher, how can she have never had a bad evaluation and then this one year you're developing and ineffective?

And there's tons of teachers who would leave right now if they could. Teachers that were so dedicated; it's like, we can't do this anymore. But not so obvious that all the kids know.

And then I had people from PBIS in my classroom when I wasn't there and they couldn't handle them and they threw them out.

So how am I ineffective and developing but I don't throw the kids out and they are doing something not that they're going to pass the air test but they're making progress. I love them.

Then I thought about taking a leave of absence and I'm like, why would I take a leave that I don't want to go back to that and I don't think it's going to get any better.

SLO- ... only to find out you didn't have to do it. I even went to (assistant supt.) about this and she's like, oh, no, you definitely have to do it We hand-picked you. The person that

told me I had to do it comes up to me and says, hey, remember that question you had at the beginning of the year? You don't have to do that SLO. All this extra work for nothing. Thing that you did years ago but they make you go every day and I'd rather be planning. I got in trouble in my TBT cuz I was grading my SLO's. And I asked when am I supposed to do this?

2PART9

This is 31. Violent behavior occurs in my classroom. Never, never has. I am more lenient on students who misbehave that have an unstable home environment. No, I expect them all to behave. That's it. The race of the student's an indicator of their attendance, and I don't agree with that.

The race of the student is an indicator whether the student has a role model. No, if they don't have one at home, they got me. The race of the student is an indicator of whether they get into fights at school. No, because they're all teenagers, and they're all crazy anyway, so that's 38. 19, my teacher education class prepared me to teach students of different races- not at all. I never was introduced to it at all. The race is an indicator of how intimidating they seem to be. Again, not to me. I am more tolerant of students who misbehave... Since I don't like misbehavior, this doesn't come into my classroom, so I don't have an issue with this.

29, students in other schools behave better than urban-no. My husband was in the Marine Corps. And I've taught on military bases, I taught, I did my student teaching at (high

school) in 1980 or so, so I taught all kinds of students and students are students. I mean you know 28, I am more tolerant of students who misbehave. They're all mine, whether or not they're behaving or not, and I spanked every last one of them, so it doesn't matter. (Laughs) The classroom...there are behaviors that I simply will not tolerate; I don't care who it is.

The race of the student an indicator of the level of defiance of the student-has nothing to do with it-it's how you're brought up and how attitude of the staff has everything to do with that.

The race of the student is an indicator of who will be sent out of my classroom. No, I don't send you out because the people in our discipline room is 2124. The people in 2124 aren't angry with you. I'm angry with you I'm going to send you to the safety of 2124? I ask them, now, how many of you, when your parents are mad at you, how many of your parents send you to Grandma's house right now? I wanna punch you sometimes...Discipline is doled out fairly in urban schools, no, now I don't believe it is.

The race of the student is an indicator of how much teacher attention they require - no. Going to be compliant or you're going to be complaining or you have to deal with me. Really then, you don't want me out screaming. I don't even know what the SRO is.

Positive relationships with me -they all will. They don't have a choice.

All year I warned them school is over, school is over. When they're really freaking out really radical. Most of them go to school.

I didn't have any of that as matter fact. I even had a big fight with one of my professors she was telling us some she was saying derogatory things about students in (inner city school) and I was horrible back then. I said to the other students-you are young, educated-are you going to let her tell you about the kids you are going to serve? This woman, this woman, who lives in (town) in her castle on the hill in her pearls. Don't you let people like that say anything derogatory about your students-ever!

I went to a principal and I went to her and I said he's really getting on my nerves, but she said don't worry about it. He'll be gone by October. I was mad. He was supposed to be a senior and I asked him, do you want to graduate with your class and he said, yes. That's why I'm going to go and check his records. (School) didn't change. What happened to you? You changed? What happened? Well this is how it's going to work. I will work with you. If you put in the work, I'll put in the work, but it's just between me and you. It don't have anything to do with anybody else- that kid did that work. At graduation (aide) brings him around. And, oh! There's some way to rescue every kid even if it's not me.

How does your school provide professional development on these issues?
I think that on a huge scale, they turn a blind eye to it. Now they want to do things in pockets. They may do something for the Freshman, but they don't do anything for the building. And I've never I've done a ton of professional development and I've never seen

it. This one thing some kind of diversity something, something, something, was offered, but it was three teachers that went from here but we have 110 teachers here that need to be serviced. This way while you're wasting my time in the beginning of the school year with those three days, can you bring those people here and in-service an entire district and that way we will become stronger and at least more aware of what's going on?

My black boys, my black boys, are are just sacrificed, more than sacrificed. Okay, and not just black boys, they're just kids that are in poverty situation. Sweet kids-there's just got to be another way, there's got to be another way to do them. Oh, and I get a speaker for every day in February. one of them that I got the mayor of the city, I got the assistant fire chief, I got the chief prosecutor, even my own principal. My babies go through all day and they don't see anybody that looks like that. Okay from that my Administration my Administration was my colleagues that were like, why does she not have to teach?

Doesn't have to work for an entire month and I do have a visitor come in The air testing was coming and I need my kids to have some resources outside of my classroom as much as I want to go with them I can't so I said understand this babies when you leave me coming back to get a letter of recommendation is great for me Behind Stuff coming out of there and I'm like okay because first of all if you have enough time to know what's going on my classroom I don't know what's up please. But that kind of thing you know like I have one teacher was discouraged about something So, so, that's how my school. Although I don't see them addressing those issues they don't mind if you do they don't

care if you do. If I go, if I want to go I want to do that kind of stuff that they will cheer you on, but I don't see them doing it.

Disagree

I haven't heard a little bit of it because kids in urban districts get a bad name I am so like all of these all these are things that people really do think. Like they think that the race of a student is an indicator whether the student has a role model in their life. That's not okay. Just because a kid is Hispanic does not mean that they don't have somebody that's a role model. Like I said, if they don't, they have me. We can go get one please. I could always, do you know drag their clothes by the basement, they come in there. I need you to help me, so I think that people just assume they are to follow the rules. I don't how. I am okay in my room there are things that are certainly are not going to happen because I simply say they're not going to happen, or that are going to happen because I say so.

I remember I was out of the hallway talkin' with you in the morning and they said stand for the Pledge of Allegiance I said yes ma'am. She said that you're not in there, I said, they better know how to function without me because they need to carry on the things that I've taught you. So that's what that's true for me so I can only speak for myself. Like I said they're all crazy What I'm looking at happy crazy person. The Whip and get moving boy or the rest of the students. The race is an indicator of how intimidating they seem to be - at 14 or 15 they aren't intimidating me.

Don't think I've got it-for me, so I can get these things it's only true for me. Discipline in urban schools is doled out fairly. No, it's not. It's not doled out fairly, no, I don't believe

that. Otherwise we wouldn't have, you know, over a thousand suspensions or whatever in our school and wouldn't be suffering that kind of stuff if you did it fairly. Okay, like I have a baby who misses my class every day and I'm still waiting for them to this discipline, but my other one, they're on him all the time. But that's just me.

Is a general, generalizations that people make who don't know, what a crime, because when I look at my district, and in my school, there, we have great choir. And the band is going on or the baseball team has taken from my little baby's coming in. Can you tell me what position he plays, as if I have any idea. I ask is the field right outside that door now? But no, I don't go if it's away. But the things that are happening. Show me, you hear the bad stuff. I say to them, tell me one thing you know about it-our beautiful facility, our kids take very good care of that. Very obedient, okay? People ask me how do you get them to do that? And some kids want to be told what to do regardless of what you think just want to be disciplined and I am it because I certainly don't want if I don't discipline them, the next step in there, is jail. Just before they need attorneys, I need to be there. I know I can, so if I can beat that thing that stops them from tripping, falling, getting into being a number, then my life for theirs, did you know I did good?

Is there anything you would add to all of this? And think Beyond yourself. Think about other teachers that are the full spectrum of perspectives here. What would you think that they could respond to her as just sort of a general take away?
I would love to that the teacher does that impact student learning. Student behavior is awesome. Right here, the race of the student is an indicator of how well the student and

teacher relate. That's what I say, what I believe is, that if students of color saw more teachers of color, regardless of what color they are, that they would, that they would see themselves in the district in the schools. I think that's one problem with it is that the students we service do not see enough of themselves in the staff that are servicing them. So, like my own son, now my son is great big huge teddy bear, like that door, dreadlocks, beautiful melon skin, and beautiful he is. But he didn't see teachers like him.

3PART10

I have positive relationships with all my students. Oh, that word all. See I never look at race.

I know people do look at that, but race has never been a reason why…

Discipline is doled out fairly. I have to disagree with that. It isn't always fair.

I have had a student bring a weapon to school-years ago, it was a pocket knife, so yes.

You try to treat everybody the same, but you don't always. To be honest.

The race of the student is an indicator of how well the student and teacher relate to one another. Sometimes that is true. Teaching in an urban school is more difficult than teaching in other schools. I might agree with that.

I tend to be more lenient with students who usually behave. I have noticed that I have before if I'm being honest, yes, I have. I tend to be more lenient with students that misbehave that have unstable home environments. Sometimes when you know their

background, you do. The misbehavior of students in urban classrooms sometimes affects the learning of other students. That is sometimes true.

I have positive relationships with my parents-yes, I do. The race of the student has no impact on my decision to remove a student from my classroom. Absolutely not. The race of the student is an indicator of how respectful they are – sometimes. African Americans and African American teachers sometimes have a relationship-sometimes. Oh, no how respectful they are to teachers, oh, no. Never mind.

That makes it a little harder-the first one, number 27, the race of the student is an indicator of how respectful they are to teachers. So, I would definitely disagree with that and I would say -2 on that. Number 31-violent behavior occurs in my classroom. The word violent, I'm thinking of physical fights. I mean I've had physical fights. It doesn't happen often, but it has happened. So, I'm going to put that as -2 right now.

#18 the SRO is often used as an enforcer in the school. They just walk around and try to build relationships with kids, so they're not really enforcers in the school. So, enforcer-the work enforcer, so #18 I'm going to put as a -3.

#38 The race of the student is an indicator of how likely they are to get into fights at the school. Race doesn't have anything to do with it, I believe.

What do you think has to do with it?

 I believe home life has a lot to do with it. How they're brought up. Now I'm going to say because maybe a lot of the race is at the lower poverty level has a lot to do with it. And there's nobody's at home to encourage them and that. There are a lot of African Americans at that lower end, and whites, so it's a mixture so, but I don't think it's the race that causes. I do think teachers look at race. I mean, it's obvious. Yeah, um, I'm going to put that in neutral-at 0 right now.

#39 The race of the student influences my tolerance of behavior. No. So I'm going to disagree with that. I don't look at the race of the student. I'm going to put that at, way at -4. #2 The race of the student is an indicator of who will be compliant in my classroom. No, you build those relationships so you know, I don't look at the race. You have to build the relationship with the student, so I'm going to put that at -4 also.

#35 The race of the student is an indicator of the hostility of the student. I strongly disagree with that, too. So, I'm going to put that at -2 for right now.

#21 The race of the student is an indicator of how much teacher attention they require. No race has nothing to do with it, Poverty might have something to do with it. I'm going to put that under -3. Now, the race of the student #36 is an indicator of the level of defiance of the student toward the educator. Yeah, I disagree with that. I'm going to put

that under -2 for right now. #20 the race of the student is an indicator of their attendance. See I don't think it's the race, I think it's the poverty level of the student. How many children below them age level that they have to take care of at home. That they are not coming to school because they have to take care of younger siblings. I don't think it's so much the race, so …

Discipline in urban schools is doled out fairly. I really disagree with this. Because I've seen it. It's not doled out fairly. So, I'm going to move, because I strongly disagree with this one. So, I'm going to take the #2 and put it in -2 and put #1 in -4.

#6 The race of the student is an indicator of how much they value education. I strongly disagree with that, I'm going to put that under -2. #25 The race of the student is an indicator of how likely they are to come to class prepared. No, I'm going to put that under -1. I'm running out of room. 34 The race of the student is an indicator of who will be sent out of my classroom for insubordination. I'll move #27 over to -1 and I'll put 34 at -2.

The race of the student #37 is an indicator of how intimidating they seem to be…how much teacher attention they require. I'm going to take #21 and I'm going to move that to -1 and move 37 to -3. #32 The race of the student is an indicator of violent behavior in my classroom. Uh, I'm going to take #26 and move it to -1 and put 32 at -2.

#24 The race of the student is an indicator as to how motivated they are to do well in school. I'll put that under -1.

Wow, #23, the race of the student is an indicator of whether the student has a role model in their lives. Ah, that could be, so I'll put that at 0 for right now. #12 The race of the student is an indicator of how easy they are to deal with in my classroom. Ah, I'm going to put that at 0 for right now.

4 The race of the student is an indicator of the frequency of a request for the SRO to my classroom. No, I'm going to put that at -1; I never call the SRO-one time I had to. No twice when I think about it. Yeah, these two were out of control.

#33 The race of the student is an indicator of who will be sent out of my classroom for disruption. Well, no, I never look at that, so I'm going to move #20; I'm going to put #33 at -3 and #20 – It's not the race, but I know that's what we're looking at today. I'm going to put that at 0 for right now.

#19 my last one. My teacher education classes prepared me to teach students, ahh, definitely not. To teach students of different races. So, I would I will put #19 at 0 for right now.

Alright #3-The race of the student has no impact on my decision to remove a student from my classroom for behavior. Yes, yes. I'm going to say 4 for right now. #9 my classroom is usually orderly. I'll put that at 3 because you have days when not always.

I have positive relationships with all parents. Yes, I do, I do. You always have 1, but I am usually able to talk with them and reason with them. So, I'm going to put that at 3. #30 The misbehavior of students on urban classrooms often affects the learning of other students. Yeah, I agree with that because then you spend more time with the student misbehavior do I will put that under 2 for right now.

#10 I know about my students' lives and living situations. Yes, I'll put that under number 2. #28 Teaching in an urban school is more difficult than teaching in other schools. I never taught in another school but I'm just assuming that teaching in urban schools comes with a lot more. A lot more poverty, a lot more things to deal with, so I'm going to put that under 2.

15 I treat all students in my classroom the same. Absolutely, I strongly agree. I'm going to put that under 4.

16 I've had a student bring a weapon to school. Yes, so I'll put that under 3. 14 The race of the student is an indicator of who will develop positive relationships with me as a teacher. Oh, hmm, I think I have this in the wrong place. Let me read it again. The race of

the student is an indicator of who will develop positive relationships with me as a teacher. Ok. I did not read this right the first time. The race of the student is an indicator of who will develop positive relationships with me as the teacher. No, that has nothing to do with how they will relate with me. So I will put #14 on the strongly disagree side. I gotta move something. So, I'll take #14 because I need to move it to the strongly disagree so I'll take #37 and move that and I'll take #14 and put it under -3 and I'll put 37 under 0.

#17 I am confident in my ability to teach in an urban school. Yeah, I would agree with that. I'll put that under 3.

#6 I tend to be more lenient on student who misbehave that have an unstable home environment. I sometimes have done that, I must admit. So, I'll put that under 1. #4 I am cognizant of biases in my decisions related to discipline of all students in my classroom. I see as years have gone on you become more cognizant of it. I think in the beginning when I started teaching, I wasn't, but I'll put that under #1 for right now.

#5 I am more likely to be lenient with students who usually behave than students who misbehave. I have to say, yes, I have done that before. So, I will put that under 1. #22 the race of the students is an indicator of how well the student and teacher relate to one another. No, this one I didn't read right either. Race has nothing to do with how I relate to my students. So, I have to put that on the strongly disagree side. I'm going to move #31, I'm going to put #22 at -2 and 31 says violent behavior occurs in my classroom. It has

before; but hasn't been a huge issue. I was thinking of moving it; I'm going to put it at 0 for right now.

And #13 I am confident in my ability to de-escalate situations in my classroom. I'm not so good with-a little bit, but not so good. So, I'll put that at 0.

#29 Students at other schools behave better than students in urban schools. I don't really know for sure. I'm assuming. So, I'm just going to say 1 on that. #7 I treat students who follow the rules of the classroom with more tolerance than those misbehave. I gotta say sometimes you do; it's reality. Sometimes you do. So, I'll put that at 1 and #8 I have positive relationships with all of my students. I put that at 0 because all, I mean you always have, but there's always one every year that you can't reach; that you don't have that relationship with them. So, I'll put 8 at 0.

Did you do much with cultural competence in teacher education?

No, I was in a cohort at that time because they needed special education teachers at that time. I was a substitute for 10 years in this school. Then the cohort came up and I got lucky and got into this cohort, and I was… we did everything super-fast. I don't remember doing anything on diversity at all so.

Do you have PD – what kind do you generally have?

We have lots of PD yep. We've had diversity, we've had working with students, working with

students, behavior-wise. We've had PBIS so we've had PD on that.

De-escalation?

Yes, I've gone to workshops on those.

(Conversation)

Have you seen how teachers are receptive to students in your role?

You do see how some teachers treat the kids. You do see how some administrators treat the kids. People that you thought were good teachers, but you see they don't have that relationship side with the kids. You know. The kids will come in and say I can't be in this class-they always say this teacher doesn't like me-I just know it's usually more than that. They're not doing the work. And it has to do with personalities. They really don't understand you know this teacher may have a personality of joking and some of our kids don't understand that.

(Conversation)

Is there anything that you think we should have added? Or any thoughts?

What I could just say is that I know what's going on in the country now with race and everything and more people, I would hope more teachers pay attention to how they treat-I

mean we all come without own biases even though I do this and I think I don't have any biases. But if I talk to African American teacher, I have a good friend that's an African American teacher. And there are things she has pointed out to me that I would have never saw if she hadn't pointed out to me. But you would hope that people are, teachers are looking at that I'm not treating anybody different because of their race, you know, or their social economic status.

I thought the questions were good, they are tough-they are tough questions.

You often said it wasn't about race, but then what is it about? What changes the experience for one student relative to another student?

In my opinion, what changes it-I don't look at race. I've never been that way, because he's AA or he's Jewish, I never look at that. I always look at a student I think what I look at more than anything is their background and where they come from and I think poverty has a lot to do with it. I think the drug situation has a huge, huge, impact, and unless you've had someone in your family go through a drug situation, I don't think we know how to relate to those kids because it's hard. It's hard. And they may be home taking care of younger kids, try to keep the family together. So, I don't think they know how to handle all of that and then they bring that o school and anything a teacher says to them may set them off and that's their how they react to something, you know. So, I always try to like, at home life and where they come from and if there's support there. Unfortunately, I see a lot of students whose homes- there's not support there-drug addicts and it's hard, it's rough. It's a hard life out there for some of these kids.

Like the young man who killed that elderly woman, we knew her. I mean his life is changed forever now, I mean their lives are changed, too. If you look at him he is just, his life is over. It's a shame.

I think race does have something to do with how some teachers are, not all, but some. And I think this is a good thing to be looking at to be doing a study on.

In our school African Americans are suspended more, are sent to (the discipline room) more, so all that data shows-so why is it always African American males? You still have to look back at the home and the neighborhoods where you're living.

4PART1

This is about race but in my mind like, some of these, you know, if I were thinking about indicator like that, you know, but I'll just, it isn't it isn't necessarily, in my mind, it isn't that. You don't even it's not bad, the factor, it's something else. I'm going to put this one like, here.

Okay, so the race of the student is an indicator of their attendance. I don't strongly disagree with that, but I like I said, I think that it isn't just, there are some other factors such as income I think can be okay, more of an issue. OK the level I think that actually I don't even know I'm going to put this; in the negative one. The race of the student is an indicator of who will be sent out of my classroom for insubordination. In the negative 2 sometimes I mean. Most of what's happening now is that I don't have very many African-American students in my class, and many of my classes, and so I don't really send that

many students out. In the past, you know, like, if I had a class there might mostly African-American students so anyone that I sent out it would be African American. We have about a 50/50 balance of students in our schools though right now.

I disagree also with race being an indicator of how likely they are to come to class prepared. Sometimes it has to with what elementary building they came from, how I guess, race plays a part in that I guess and poverty. The race of the student is an indicator of their frequency of a request for the SR in my classroom. I've never needed one. So, I've never even had that happen. The race of the student is an indicator as to how much... The race of the student is an indicator of how intimidating they may seem to be. I'm not intimidated by my students. So, the only one I was ever afraid of was white-so that's a race. The race of the student is an indicator of who will be sent out of my class, for classroom for disruption. And I'll put that at -3. The race of the student is an indicator of how easy they are to deal with in my classroom I don't think I mean I have had kids. The race is an indicator of whether the student has a role model in their lives. I strongly disagree. I treat students who follow the rules classroom with more tolerance than students who misbehave...hmmm. Yeah, I think I'm going to put this over there.

Ok I just... discipline in urban schools is doing out fairly. I'm actually, I've seen, I think sometimes too harshly sometimes not enough. The race of the student is an indicator of violent behavior in my classroom. I don't think it has anything to do with race. There are other factors.

I don't think that the race of the student is an indicator as to how motivated they are to do well in school. Okay, yeah, how motivated they are to do well in school. The race of the student is an indicator of the hostility, oh I can play with, (*Yes, you can move them wherever you want).*

Everybody comes up with their own method, okay? Can you do these? Which one are you sure of? The hostility of a student…The race of the student is an indicator of who will be compliant in my classroom. Violent Behavior occurs in my classroom.

The race of the student is an indicator of how well the student and teacher relate to one another. Indicator of who will develop positive relationships with me as if the teacher, there. The race of the student is an indicator of how much teacher attention they require. I guess it doesn't matter. Race is an indicator of how respectful they are to teachers. Violent Behavior, I mean, yeah, I have like, on the scale of 1-10, violent situations where a girl was shoving her that, you know. And, I mean, over the span of 22 years that's only happened, I think 3 times, so okay, I don't know if it's just mostly posturing. Yeah, all right, I'm going to move things around this I would agree then maybe that goes over here.

Students behave better in other schools. I think they behave differently. I think other people attach judgments to it, so I think I'm going to put that in this space. The race of the student is an indicator of how likely they are to get into fights at school. I don't know what the likelihood, but I guess then, you know, by the numbers, I think that is what

happens. Getting in fights in our school, but like I said, I don't have that much experience personally with my students doing that.

Teaching in an urban school is more difficult than teaching other schools. I think it's, yeah, it is. I mean actually, I'm going to put that here. I think it is, but only because our kids have more seem to have more struggles and more trauma that they're bringing with them. The misbehavior affects learning of others. To a certain extent I agree, and some of the behavior that they have is quite disruptive, and if it's not being addressed, whatever their issues are, and I can it can be, yes. I'm going to put that on the side. The SRO is often used as an enforcer. I mean, I don't think that, that's the wrong, really not supposed to be there for that. I know that occasionally they do deal with things, legal things, but, I mean, they're not just going from classroom to classroom like during their weight around. So, the race of the student influences my tolerance of behavior, to my knowledge, no it doesn't. Actually, I tend to give kids the benefit of the doubt. Whenever things happen in the classroom.

I have positive relationships with all parents, a few no. Most of the people, I mean, I've had a few people complain about me along the way. I treat all students in my classroom the same and I'm also going to put that on the side of disagree because I don't treat them all the same. I try to treat them or the provide them with what I think they need, so every kid doesn't need the same things and so, you know, I think it would, you know. I don't know, I just don't think that that's, I tend to be more lenient on students who misbehave that have an unstable home environment. I'm going to agree slightly with on the side of

neutral with that. Like I said, I try to give kids the benefit of the doubt sometimes and when I know something is going on and, you know, like I said, sometimes kids' behavior in class that would appear to be disruptive or insubordinate where there's something that underlies that. So, I try to find out what that is. I have positive relationships with all my students- I know that there are few people who apparently don't.

So, okay, yeah, I think like, like the person I have a tough relationship with, she irritates me and I don't know why. This happened but I have all these. The race of the student is an indicator of how well the student-teacher relate to one another. I mean, I I think I can speak for myself. I know that there are I think for some people I think that that does factor into some people's relationships with their students. Like, sometimes there are people who I think should never have come to (our school) for example, and they can't get out and they're just going to finish the race.

It really doesn't promote you moving at a certain point probably just about when you feel like, you know, the seven-year itch. I treat students who usually follow the rules of the classroom with more tolerance than students who misbehave. We know, we have kind of a we have a little bit of a thing right now in our school-I probably give more chance to the one who's been in trouble cuz I don't want that to be a thing. I don't know- that might be true but I don't know if that plays out in every single one of those interactions with kids.

More likely to be lenient with students who usually misbehave then students who often misbehave and this seems to counteract like that one so there.

I have had a student bring a weapon to school. There have been kids who have brought weapons to school, in our building. Like a knife, not in my building, but other things have been brought. My teacher education classes prepared me to teach students of different races. Yes, I had (teacher); she was my favorite teacher. It's about her now she really liked drug us out there in the community and had us going to you know as many at least I realize they were all kind of like minimal impact, but we went to, we had to get speakers, we had you know and I wasn't sure where I was going to. So, I took Black studies classes and I tried to take cultural, you know, awareness courses and things like that. So that-I was doing my own work, you know, like, but within the confines. But I mean, Dr. (professor) like really tried to push us to think about, you know, how we can best serve students. So, I would say yes. You know to give us the opposite experience of what we've had so I went to a suburban school so I student taught at (school) which has varied students. And I also sort of like, in some ways, in that there's a fairly diverse population. The race of the student has no impact on my decision to remove the student from the classroom for misbehavior. I'm going to put this on the end of strongly agree. I mean it's sometimes it's hard with biases, but I, one way or the other, I mean, I, I think I've become more aware of my biases and questioning myself along the way so, and, like on Facebook. A couple of my friends are regularly posting things that are thought-provoking for me and so they've kind of help me try to identify my personal biases and you know work towards getting rid of you know, or like making sure that they don't creep into my

relations with students Actually, say that most of the time, yes, that's true most of the time. My classroom is orderly; the kids are doing what they're supposed to, people are getting work done, you know, and if not, it's not it's, not like every day they sit in their seats and be quiet and stay in there. My co-teacher and I try to create lessons that enhance the you know, what I know I have about my students, to create lessons that, and learning situations that best fit with you know, like with what they're bringing to the table. So, sometimes it's not you know, it looks busy like there's a lot of busyness but not goofing off.

I'm confident in my ability to teach in an urban school. I wasn't, at first; I was nervous, but I totally think that now I am. I did have those experiences. I grew up with white middle class...I wouldn't teach anywhere else.

I know about my students lives and living situations. I yes, to the best of my ability. I mean some kids try to keep things hidden, but I live in the community that I teach in for starters so, and I don't live in the nicest neighborhood either, what would be considered a nice area, and so I often see them and their families at the local Family Dollar or you know, what sometimes I think there's oh yeah, like right, it's right next to one of the housing projects. Oh, in town the store that we often see each other at. I guess I'm trying to, struggling here. I'm confident in my ability to de-escalate situations in my classroom. Yeah, I think I'm going to have to put that here.

Confident in my ability to de-escalate-hmmm, so I better have to move into boxes and boxes and boxes. Okay, that's the rule is my neutral pile-not sure. I am more lenient on students... Classroom violent- the middle. My decisions related to discipline of all students in my classroom. If I have you know, and I'm sure that I came, I mean I came into things with more ignorance regarding other cultures. I certainly know more now, and then I'm more I'm confident in my ability to de-escalate situations in my classroom so I think I feel like that's true. So, I try not to. You really need to deal with everything yourself, so there was no place to send kids to. You couldn't just send them out; now we can send them out, but I would really prefer that they're with me so I really try to be able to, I try to do that myself, try to deescalate whatever the situation is and hope that it's not me that's causing the escalation. And sometimes I have, yeah, sent them in the office. That's why I wouldn't put that here. I mean a bit, of most of the time, I'm confident and if I if I made a mistake or you know, gone too far, I've I have apologized if I am having a bad day. So, I do say you guys were right, I did overreact to that situation.

Do you get much professional development on those issues?

The de-escalation-we have SEL training at our school I mean, I get to school later than everyone else, I'm on a weird schedule now so, I'm not sitting in all these meetings, but yeah, I mean they're trying to help us with, cuz some of the SEL stuff helps. It is designed to help us as well, and still like, and I do have strategies that are working with the kids as well. Right that's been an ongoing thing so we're getting in the high school now. I've had SEL. Most of them, some of them have had some-even their whole school career. Some they just talk at us for 2 hours but they're trying.

So, what do you think was the hardest part about doing this?

I mean, and I know it. In my mind, I think that and I know, you know, this is not just race; it's gender, it's class. There is some I mean there obviously there's intersections of categories, but yeah, so-so thinking about it that way. But every time the question asked about race, I was thinking about the African-American students that I have and, in a way, that is a bias in my own thinking. Man, to think that that's what they're asking me about too so, looking at that, you know. So, some of these questions are hard. It's hard to classify them because I don't know where you know, cuz of those other issues and of course, I want to be as honest as I actually can be, but my own like desire to want to be like a good person, you know, like being honest about what's happening. Or what's in my room or with myself is hard to a certain extent it was difficult. I have a hard time being completely neutral. I'm more of a gray area person and so I want to put, and I don't necessarily think there's enough boxes here. I want to, but I have, there's not enough blocks in what I consider to be the gray areas so that's it.

So, you bring up gender. Are you seeing a lot of gender issues?

So, I mean, yeah, I guess there are some differences in, I think, the ways sometimes. But I had a student and I kind of laid into him cuz, and he was white, and he put his headphones in and I guess around the same time I had some like, I did have like a little pride flag student thing in my classroom on display, and actually took it down and gave it to the teacher who is in charge of the LBGT club. And I don't know, and they said that I was being like a man hater. I was like, that was what they were coming back to me

about? Apparently, I only pick on boys in my class, and I was like, What? But you know I understand how that works. I mean, think about that like I might just be nice to the girls in my class, but even you know, what I mean the house is full of women, is all women, so, whatever. So, I thought that was weird and so it got me thinking. How am I? I am reacting to males or females and you know, so, I mean, I guess there are some differences in the way, in terms of gender, and I mean it, but no, I mean they're kids that behave all manner of ways from one end of the extreme to the other. I've had some very aggressive young women, you know, some black, some white. Some white, some Hispanic and same thing with boys-very mellow low-key. I mean most of my students are very polite and they come to school and they're great kids.

So, you like being an urban educator?

Yes, I wouldn't teach anywhere else. I mean, well maybe qualify that. There are times though, what's going on out here, that's like trying to bring us down. That's the times I feel like, it's not that I am not going to be there, but I have taught in an all white area, you know, like there was one biracial girl in the school. No religious diversity, no nothing, that was. So, they were very religious and I didn't really feel like I was making a difference. I like teaching and like I said, sometimes I can feel overwhelmed, you know, with kids, because they need a lot. There is a great deal of need in our students because of poverty, generational poverty, and some other issues. But for the most part I like it, yeah. I just don't like the state, yeah.

5PART11

The race of a student is an indicator of how likely they are to get into fights at school; no. The race of the student is an indicator of how intimidating they seem to be. Is this how intimidating they are to me or other people? To other people, might be an indicator, but to me it's really not. So, I'm going to put this in -1. Number 36 the student is an indicator of the level of defiance of a student toward the educator, again, no. Indicator of hostility of the student again on a now

Can I get a form to figure out where start moderating, so I think I'm just going to lay them out...figure out which is worse? Race of a student is an indicator of who will be sent out of my classroom for insubordination; no. Negative 3 statement. The race of the student is an indicator of who will be sent out of my classroom for disruption. Again, no. The race of the student is an indicator of violent behavior in my classroom. I don't have violent behavior in my classroom; I don't allow it. I build relationships and the environment early on and it's unacceptable in my room. I honestly don't think I could teach in a suburban or rural district. I wouldn't know how to interact on a social level with those individuals, so I've got a couple students who live in rural areas right now that we get along and we do well. But when it comes to relating to their life situations, it's really different that relating to my urban students. So, oh behave better that urban schools; again, it's just different. number 29, students in other schools have a better

Because a lot of our students in the urban deal with different issues. They have different resources and in the home there's less need for attention seeking behavior. Outside of that, I'd say not just an urban district, but a low-income district.

I've done a lot of research on social class and social mobility and things like that so for me I see things more from an economic standpoint than a race or where you live standpoint. But I think this one is less off-putting to me, so I'll put it there. Because there are others that just upset me. They upset me because they're absurd statements.

Ok, number 27 the race of the student is an indicator of how respectful there are to teachers-no, I mean, not as upsetting to me. I do - I stop listening because their credibility is gone with me at that point. If we're in a meeting, I just look at them like really?

The race of the student is an indicator of how much they value education. Again, that's an absurd statement. But depending on your situation, it depends on what you're dealing with. It may not be your highest priority when you don't have food at home. But that doesn't mean they don't value it.

Number 25, the race of the student is an indicator of how likely they are to come to school prepared. Again, no, that's an economic issue; that's not a race issue. I'm here to educate you; it doesn't matter. So, if I have to give you a pencil, who cares? I spend about $100.00 at the beginning of the year to make sure I have pencils and paper. That's

not an issue I'm going to deal with in my room. Again, I'm not going to give you a hard time about not having a pencil. That's a 3-cent issue that I can fix.

And that changes the entire dynamic with the student. It's absurd. Number 24, the race of the student is an indicator of how motivated they are to do well in school-no. I just want to make a pile right there.

The race of the student is an indicator of whether the student has a role model in their lives. No, I have just as many white students as I do minority students that don't have a decent role model or do have a decent role model, so

22 The race of the student is an indicator of how well the student and teacher relate to one another. Again, this is not necessarily true. There will be some cultural differences that I've never experienced. But that doesn't mean that we can't relate on some level. The first day of class we do a cross the line activity to see what we have in common and what we have different and I start with a group of ice breakers just to know the kids, and once they realize that I live there; I've always lived there, they're much more open to discussing other topics. I've had students come to me with topics that you wouldn't even believe. My first-year teaching, I had a student who was mentally unstable, didn't have a good home like at the time and she was dealing with many, many issues and she was like (teacher name) I need help. At graduation the same student tole me, "I'm only alive because you helped me." So

There are things that a teacher of the same race would be better able to help, well not better but easier time because they've had the same cultural experiences that they have. So, I'm less objective to this one. So, I'll put that in -2 column.

These two are less objectionable so.

Number 21 is a race of a student is an indicator of how much teacher attention they require; again no. Number 20-the race of the student is an indicator of their attendance; no. Their financial and home stability are.

But again, it's less objectionable than some.

My teacher education classes prepared me to teach students of different races. No, but that's not what my focus is as an educator anyway-it's to teach them not care about what color they are.

Do you think it would help some educators to have some education about cultural competency?

Oh, definitely. One thing I notice my young African American male students, I wouldn't even say that. I'd say my urban male students are a dominant personality. They are much more open to being assertive and stepping up for the things that they want. And some teachers that come from a different background don't know what to do with the assertiveness from a student. They feel it's a power struggle it's really not. It's just that these students have had to advocate for themselves and now they're doing that and we, I

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say we as in teachers, get into power struggles and get into situations it's not about dominance but, I believe that yes, it would help a lot of teachers to have a kind of like sociology course- urban versus rural sociology.

So, 18 the SRO is often used as an enforcer in the school; no. We have some of the best SRO officers I've ever seen and they really build relationships with our students and I think once I think I've seen them have to be the enforcer. No for me, but I'll

14 The race of the student is an indicator of who will build positive relationships with me as the teacher, no. Number 12, the race of the student is an indicator of how easy they are to deal with in my classroom; no. nu 2 the race of the student is an indicator of who will be compliant in my classroom; no. And number 1, discipline in urban schools is doled out fairly. Nah.

The answer is no but I know in my district they try to but sometimes I think we focus too much on a student's race when we are disciplining. Our superintendent … I'm realizing that decisions are being made...I'm in a pretty good situation with my background… to be involved in those conversations and I don't feel that in the classroom I have access to help make those decisions so.

I love working with the kids, hand in hand, but there are systemic issues that need addressed I will not be satisfied as an educator to have people with mindsets like these to make those decisions.

I'm not afraid to take those steps…

I'm going to say no but put it there, but I think they want it to be fair but it's not. I think we put data saying that 60% of our discipline issues are African American students, but only 40% of our students are. But if you break it down to individual students, you gotta look at who the repeat offenders are. You've got to look at students who got in trouble once, I think if you looked at it that way, you're double counting a lot of students.

Do you think it helps to make those types of statements?

No, I think they're very negative.

What does that do to the culture?

You've just tole every staff member you have that you're racist. And as somebody who 's worked in an inner-city district my entire career, it makes me what to tell you where to go. I'm not even a continuing contract so that would not be a good for my career outlook…

So, with number 1 I think we focus too much on the race of the student when we are looking at the discipline policy and it should have nothing to do with it. I would like to say that the statement is true, but the way it is done in reality; it is not. It's just not true.

(Participant is struggling with where to put cards)

My problem is the race is never the indicator for these, so they are obviously false statements. It's just which I find most objectionable. I find less objectionable-I'm going to see what I can shift into the agree so I can see…

I'm going to move 15 further to the agree I treat all students in my classroom the same. Ok I can move these ones up. I need to move 2 more to my neutral column over here. So, number 37, the race of the student is an indicator of how intimidating they seem to be. Again, it depends on the individual; it's not true for myself so I'm going to leave it in the disagree.

I think 22 the race of the student is an indicator of how well a student and teacher relate to one another I can move to the neutral column because for a minority student they might relate better to their own race ...at first glance I'm more willing to be more neutral on that. I still don't agree with 29 so I can't move that to my neutral column.

So, what I'm going to do is I'm going to take number 18, the school resource officer is often used as an enforcer in the school. I'm going to put that to neutral, it might in some schools. It's not in ours and it's less objectionable to me than the race statement so that allowed me to move that over. What I'm going to do now is to see what I can keep shifting this way…

I look at a lot of these statements and it's not race related; it's socio-economic, it's home life; it's not race. So, they're all false statements but to organize them here.

I'll start with number 2- the race of the student is an indicator of who will be compliant in my classroom; that's not true. But since that talks about my classroom specifically, I'll be much more objectionable to that because that's not an issue in my classroom. I think I'm going to look at these statements that way. And which ones are directly applicable to my room versus other rooms. Number 40 says my class room. 39 talks about influencing my tolerance of behavior so that talks about how they interact with me specifically or how I interact with them.

Number 12 talks about my classroom. 26 TROS is an indicator of no. I think part of it for me is the things that happen in my classroom. I get offended that that's even considered. That race would be a factor in any of that. Maybe that's because I've always worked with inner city kids and I don't think it should ever be a factor but, to me it's just appalling that it would be. And I think that's why I'm struggling with this part the most because to me race isn't that important. I know to some of my students it's very important, but when you're the white male in the urban district, you get used to it being an issue the other way, but for me once I build that relationship, it doesn't matter because 99% of the time once the student gets to know me and recognizes that I'm there for them, then it's, it doesn't matter.

Number 38 how likely they are to get in a fight at school. Again, I don't think it does, it's not as objectionable. If people are going to fight, they're going to fight. It doesn't matter what race they are. I'm going to throw that towards my neutral column. Just because even

looking at the data, it might say that. I haven't seen that data but I could understand how someone might think that. It might be more of a perception thing. Number 36...level of defiance toward the educator. Again, that doesn't matter but. Some of these I just feel like I'm just finding a place for these at this point. The problem is that it doesn't even really reflect my beliefs on this; it's just trying to make them fit now. 26 The race is an indicator of how much they value education, again, disagree. 35 hostilities of the student; again no. 25 how likely to come to class prepared; no. 24 how otivated they are to do well in school. But I think that's more of a no. I'm down to the last 3.

Ok so I'm looking at #40 frequency of request SRO that is completely absurd. So, I'm going to switch violent behavior occurs in my classroom to the next column because 40 is just completely absurd that I would need an SRO because of the race of the student. 29 influences my tolerance of behavior again no. what I'm thinking is that I want to put that in the -3 column, so I'm looking in that column to see if there's one that's less objectionable.

There's really not so, starting on the chart where it says -2, those are really -4. Now the last one. The race of the student is an indicator of how easy they are to deal with in my classroom. Again, that's a -4-type statement so I think we've got them set up about as well as we're going to,

Does your district do PD on classroom management at all?

No. We might have one in the three years that I've been there. It focuses more on

pedagogy, teaching styles, rather than actual relationship building, managing student

behavior, things like that.

De-escalation?

We have had one session on that. I remember last year we did have a session on that, but

I think that should be an on-going discussion. It's way more than a 1-hour PD. And you

have to have more than a PowerPoint on that. You have to have a discussion if students

are dealing with certain things, what's the best thing for them? They need a break, they

need to talk to somebody they trust. That needs to be built into the environment of the

school. If they need to do that, if they need to take that break, where can they go? What if

the teacher they are really close with is in class? Is there a mechanism in place that that

teacher can help the student and still have their class continue? And usually the answer is

no.

Do you see yourself being able to help people understand how to marry culture, the real-

life experiences are going with right now and what you need to accomplish as an

educator?

I believe I could play a part in that and that's why I'm pursuing my administrative

license. There needs to be a discussion, ok, these are the realities of our children. This is

what we're required to accomplish. How do we get from here to here and meet the needs

of our students while accomplishing what we're mandated to accomplish? So that's part

of where I want to be as an administrator-being that bridge. Putting those two things together,

(Talks about teaching courses)

Most of my work has been with low income, first generation college students. I also teach senior transition….) college credit course.

If I could teach anything going back it would probably be sociology psychology and working with students on personal development rather than an elective content. I was first generation college and I switched through four… before I realized I'm supposed to work with teenagers….

For me I probably should have been what a guidance counselor used to be. But we focus so much on scheduling and testing as a guidance counselor and I knew that was not what I wanted to do, so

So how do you see the guidance counselor-you said the guidance counselor used to be? What's the difference today?

I feel the guidance counselor used to be help a kid work through issues to find out what they wanted to do after high school, what they want to do and help them make those transitions. That's still part of the job description, but 90% of their time is not on that.

Is that because they don't have the time or they are not comfortable focusing on that?

It's because they don't have the time. Most of the guidance counselors that I work with would prefer to do that kind of work, but they're job description now includes testing, it includes.

Scheduling, it includes working with teachers with IEP's and things like that. There should be other administrative positions that handle that type of thing so that the guidance counselors who have counseling backgrounds are working with our students in that capacity.

To me scheduling and doing college applications-that's more administrative so once your guidance counselor has helped you through your transition, your administrator, or in our school, your transition teacher, could help you with the college applications and things like that. That shouldn't be the counselor's job. Especially when we're looking at an entire generation of students who seem to be more in touch with their feelings, emotions, but they don't know how to deal with it. In a PD this year I was exposed to something I think I knew, but it really never clicked, that student's brains aren't fully developed until they're 21, so they don't have that long-term planning, that understanding, that logic as a 14-year-old. So, we need to stop holding them to that expectation, we need to provide the resources that they need to help them deal with those types of situations until they are at that fully developed state.

So, you grew up in (city), what's different with what they're going through today-what makes it so much different for them?

They're exposed to so much more than you or I ever were. Technology has changed how their entire lives work. When you and I were in school, you got bullied in school, your escape was to go home. Now with social media, every student having their own personal phone, it never ends. They're constantly being berated by those things and show me a 14-year-old that's not going to get on FB when they go home, even if they know that people are going to make comments about them. And if they're tagged in a comment, of course, they're going to read it. So, it just never stops. And it's a self-value kind of thing. They trying to see where people value them. Cuz some of our kids don't have it at home, especially some of our low income, one parent households. If mom or dad is a single parent, and they're always working, you may not always get the attention you need. So, you're going to find that approval wherever you can get it. At home when I was growing up you had friends, you went outside, you did things. I live in a neighborhood where there are tons of high school students. I might see 10 all summer. Because they don't come outside; they're always plugged in. And if we could teach them to unplug and enjoy things outside of technology, I think they'd be healthier. Not only mentally, but physically as well.

I take a survey every year. How many of my kids charge their phone on their bed or right next to their bed? It's 90%. They cannot detach themselves from that constant connection with other people. They don't understand how that is affecting them mentally, physically. Because study after study shows that if they don't get enough sleep, it affects them cognitively. Even with adults, if you miss an hour of sleep for 2 weeks, at the end of those 2 weeks, it's the equivalent of if you stayed awake for 24 hours. So, if you're phone

goes off...you're going to check it, you never get that rest that you need, so your brain is never functioning at the proper level. There's just all these things that I think a school should be partnering with the parents because our kids don't have the ability to know this is bad for me and to self-regulate. If I could partner with parents and say 9:00. Take the phone away. They don't need it. They're home with you. So, needing to communicate with them is not an issue. 9:00. That's what I'm asking for. Just take it away-they can have it right back in the morning. I think that 1 step alone would change a lot for our kids. Even if they were just getting more sleep.

Has the poverty level changed in (city)?

It has shifted. Every kid in (school), it's a free and reduced lunch anymore. Because there was such a high percentage of kids that qualified that it wasn't worth the paperwork and the man power to differentiate when you had a, out of maybe 3500 students, you have 200 that don't qualify for it, so they just moved everybody to free and reduced lunch. But if you look at our K-8 buildings, it's very much separated. People with affluent backgrounds, not even affluent, but middle-class backgrounds, are in one geographic location. The worse off people are in another geographic location.

We see it as higher class, more affluent, but really, they're not. They're people who have decent jobs, but it's not because they're doctors, lawyers, things like that. It's because they have decent middle-class jobs. We have lowered the bar in (city) compared to what other places, like Cleveland or Columbus might be because we don't have that high class.

It's just middle and below. If you're middle, you have your low class, and then you have your destitute.

Are the middle-class students still coming to the public school?

A lot of them are still at (school). What I love about (school) is that it has something for everyone. But depending on the track that you're in, let's say you're in the AP or the CCP track, you're going to have a completely different experience than the kid who is low achieving and on the "we're just trying to get you through" track. We're really running 2 different high schools within the same building. We have the best curriculum offerings from any school in (county), but at the same time, our test scores struggle because fewer students are taking advantage of that full gambit of what we have to offer. And we have that large chunk that attendance is an issue. They're not getting enough sleep at home.

I have a student this semester, she' there all the time, but she asleep because she's raising her 2-year-old nephew. And she doesn't get to sleep at home. So as a teacher who understands that, I want her to succeed, but I also understand that I'm an elective course, so if you sleep in my class, be awake for English. It really is a struggle because you are trying to balance the students' needs with what you're being told you have to do. But I understand my role. I'm an electives teacher. The students don't need my class to graduate. I'm going to take care of their basic needs if they're not being met and worry about the grade later on. We'll figure that out.

I had a student for two years in a row. He said, Mr. (Name), I don't want to take this class. I'm here because I like you and I'm not going to disrupt your class ever, but I'm not going to do anything either. He was set, He knew what he wanted. Once in a while I would catch him listening and I would get him to interact, but I wouldn't force it. So, he sat in the back and didn't disrupt. And I think he learned some stuff throughout. But he had made this decision that it's not that important.

6PART6

Are you finding it hard to move things over to that agree side? Yes

Did there seem to be a lot of statements you disagree with? Yeah, there's some that like, the race and how well they value education. I think it's depending on how the adults, how the teacher, creates what environment how they interact with that student do they get to know them? Do they get to know who they are and what were their environment and everything? They build that level of trust with your students and that's the most important.

What do you find in your experience and how has that worked for you with your students? I just think that if you develop, I think if you get to know them, you develop that, you're professional, but you develop a strong interest in them and they know that you're trying to legitimately help them and assist them, then I think, you know, that they're going to slowly, but surely, but into what you're doing. It has to be consistent and it has to be something out of concern, and that your value them, not only as a student, but

you value them as a person. Building those relationships is the biggest key. It doesn't

have to deal with race or anything like that.

Is that what you're struggling with, the notion of race in these statements?

Some of them, yes. I don't view it as a student is a behavior problem or as an academic

concern because of race. There's a lot of other factors involved that come into play.

So, in your experience, do you see positive relationships happening regularly with

students?

Yes, I do. It takes time; it takes effort. You have to be firm and fair. But over the last 5 to

10 years there has to be a level of compassion, especially for some of our students.

They're home environments are…they're hungry, they don't have that positive role

model, so you have to provide that sense of stability and that sense of structure for them.

And that sense of caring for them in order for them to trust you because in all my

dealings, sometimes we're the last resort. And if you can help one of them, or more than

that, then you've made a difference. But you have to build that relationship.

Okay so tell me about the ones that you felt most strongly about and what made you place

them there.

Repeat the race of a statement, you know has no impact on you, you know, I always look

at it as regardless-let's look at it as a situation regardless and I don't look at the student

and say you're African American or white or Chinese or whatever, it's what is the

situation? What are the facts? And let's sit down and discuss it and we'll come up with a

solution. I think you would be unprofessional if you did-targeted kids and said Johnny's this, Johnny's that…

Then where you're coming from and I and I think the other one is some misbehavior students does and I see it sometimes when you have to take 5 or 10 minutes to kind of deescalate or diffuse the situation, it takes away from you know those other students there are there to learn and let's face it over if it's happens once or twice a week, that's 20 or 30 minutes out of the learning period that you can never recover.

So, on your strongly disagree, talk to me about why you placed them there.
I think the, the race of the student is I just I think it's for each student, it's individual. They come with a different set of expectations; that they're home life, socio-economic status and plus it's all about building the relationships.

Can you tell me about some of the relationships you've built with kids over the years?
Yes, there was a student that I had last year and we worked with him in his class, as an intervention behavior specialist, and throughout the course of the year, you know, it was, it was a struggle at first. He had some concerns with getting along with other people trying to, you know, escalate situations by saying something or doing something and, you know, there was a concern that he was going to get, you know, beat up, or made fun of, not fit in. And as we worked with him throughout the course of the year, yes, we can, and we had we had our obstacles, but I know he's at a different placement this year. And the

other day he had his teacher call me and tell me he said I got this reward, and I want to go out and see (Participant 6). So, I walked down and we walked the hallways and we talked and he gave me a big hug and said thank you for everything you've done. So those things that-the real struggles and then you see some improvement with them and they are thankful. They say you're my favorite teacher and thank you for everything and that's important.

So how well do you think your teacher preparation classes prepared you to teach in an urban setting?

I think with pedagogy and stuff like that, somewhat. But I don't really think that, you can train all you want, but when you get in the real world, I don't think it prepares you for that first day for a kid to be disrespectful or someone to come to you about an unfortunate event. Or like we've dealt with in the past with kids being killed in a major accident. They don't teach that-how do you deal with the student and how do you deal with the adults? No, I don't. Nothing prepares you for that

So how do you feel like that the district is providing professional development for things like you see on these statements; classroom management, de-escalation, relationships between students and teachers?

I think over the last 3 or 4 years we've improved because I've been part of PBIS and in conjunction with that I've ended up becoming, along with the other staff member…I do the 9th grade and the other staff member does the 10th grade. And we deal with the discipline on an individual basis. Try to de-escalate, develop behavior plans, and work

with that student. And professional development on dealing with classroom management, you know, what positive strategies can we use in the classroom, not only with the students but colleague to colleague. And that's been a huge help.

Are there any items missing on here that we should have included?

One of them would be, you know, what type of you know classes do, you know, or grade level do some of those teachers have. If you're 9th grade teacher and teaching just the general classes, you're going to have discipline issues in an urban environment compared to whether you're teaching accelerated. With accelerated students, are there discipline issues or

or we can maybe do some data collection on, you know, differences or similarities between the two groups or groups

How do you describe your experience as an urban educator? So how would you describe your overall experience?

I think it's very challenging. There are a set of challenges that I don't believe exist in other places, but at the same time, there is that opportunity to positively impact, you know, how to make a difference in a lot of students. Two other school districts that I coach in, they have different social economic status and you can compare those differences and make an impact that way.

So, how did you feel about this experience?

It kind of makes you think about how you discipline, how you view your students. The race issue, I never really thought about it that way until you and makes you think it makes you. Am I? How am I viewing things, in my do I have to make maybe self-analyzing and see what I'm doing in different situations? Are maybe sometimes, you know, you stereotype and you don't know.

It was very good. It was very it was very true you know because I don't look at it, is me personally, I don't look at it as a race issue. I don't look at it as okay, you know, you're a certain race or ethnic background or economic background, okay, you're going to get treated differently. That's not serving the best interest of our students.

An additional question-so when you're looking at the discipline data, are you seeing some trends as far as discipline of students?

Maybe for that month or for over the course of a couple months you know where we have our most issues. Is it technology? Is it disrespect? And where is it taking place, is it taking place within a certain time of the day; is it taking place within a certain classroom? So then if it is taking a certain time of the day or in a certain classroom, you give it to each teacher, work with your colleagues. I'll sit and observe in the kids.

7PART5

Race of the student is an indicator of whether the student has a role model in their lives. I would place this in the disagree section-strongly disagree. To me that's stereo-typing that one particular race is more important than another race, so I would find that disturbing.

The race of the student is an indicator of how intimidating they may seem to be. Again, I would strongly disagree with that because I don't at least personally I don't think it's an issue in my life depending upon by my educational experience that any one particular the race was more intimidating than another. So, I would strongly disagree with that as well.

The race of the soon as indicator of how likely they are to get into fights at school, I mean, again, I think in my experiences overall educationally. I had fights of all different races. So again, I strongly disagree with this.

The request of an SRO… As a teacher we did not have an SRO but again I'm kind of indifferent to this one just because of my classroom experience is if we're looking at it from my point of view is that again I never had to request an SRO in the building where I taught, but to equate having the principal come to my room. I never had to do that. I guess it appears somewhere in here because it's kind of indifferent.

The race of the student influences my tolerance of behavior. Again, I strongly disagree because I, my expectations are the same for everyone either as a principal or as a classroom teacher. so, I would say that I'm going to put this here.

The race of the students is an indicator of how well the teacher and student relate to one another. I'm going to put this as not sure because I find that to me it shouldn't matter but I kind of think that being in the situation I am now I think sometimes our Caucasian teacher sometimes have difficulty relating to other races. They don't have necessarily the

experiences so they don't necessarily always understand even say the lingo or different things that kids might say they might take it as being, I just had a situation the other day of a kid from Brooklyn that just moved in, and he said something about rolling with the Benz, or something along that line, and the teacher thought he said hands and took it as the kid was going to beat him up. And there was no direct correlation for me in that so I kind of think it would be right here because I think people don't have enough understanding.

That I have a student I've had a student bring a weapon to school; I have, so that would be over here. I treat soon as you follow the rules of the classroom with more tolerance than students who misbehave. I would probably have to put that over here in the agree. Sometimes you find yourself, you do let kids who have been well-behaved, no matter who it is, let them slide once in a while more often than you would a kid who is always constant. What happens is, whether it's intentional or not, you sometimes focus on that student more. So, one kids is talking and so is another, but your eyes are always focused on the one who misbehaves more.

I am confident in my ability to teach in an urban school. I would agree. Personally, I don't hold any biases, so I'm pretty open-minded. I treat all things in my classroom the same. I would say I agree, but it probably is sometimes you build relationships sometimes with other students and, whether intentional or unintentional, sometimes you have those teacher's pet moments and maybe you just connect for some reason-maybe you coached that kid or that kid is in an extra-curricular that your part of. So, you might have a better

understanding or knowledge about that student because it's outside the classroom. I think that's a natural tendency.

I am cognizant of bias in my classroom. I would agree. In the sense that I'm obviously aware of bias in my decisions, but I'm not I'm saying that I don't have any bias. I tend to be more lenient soon to misbehave that have an unstable home environment. I would probably agree with that; you look out for those kids and right now I'm dealing with it because I know kids are only coming to the building for the entertainment piece and lunch and right now, academically, they're not doing a whole lot. And they are choosing not to do it, but, you kind of feel bad for those kids and you tend to be -how hard do you want to be on them about their academics? There's not a whole lot. You just know that that's why they're coming so I would probably agree with that.

The race of the student is an indicator of how much teacher attention they require I would disagree I think then what you're doing is stereotyping that one particular race is not as prepared or intelligent maybe as another.

…how respectful they are to teachers. I disagree with that. I think it's going back to understanding different cultures in different races and it's also a relationship oriented. So, you have teachers and it doesn't matter who they are, they can't build relationships and you have teachers that never have a problem.

The race is an indicator of who will develop positive relationships with me as a teacher. I disagree; I don't think it matters. the of the student is an indicator of who will be sent out of my classroom for insubordination. Again, I disagree with that statement but, unfortunately, I think that's going back to understanding kids and where… Violent behavior occurs in my classroom; no.

Discipline in urban schools is doled out fairly. I'm going to put that in the not sure. Cuz I don't really think it's done fairly; I think people try to do it so it's not a hundred percent either way.

The race of the student has no impact on my decisions to remove the student for misbehavior. I would agree.

I have positive relationships with all parents. I would put that over that I disagree cuz I don't necessarily with all parents. I found myself actually in any it's not any particular race, meaning not like you don't like me because I'm white, African-Americans are probably white parents don't or vice versa. I just think sometimes parents it could be part of it partly my fault but also, I think just expectations sometimes, I think sometimes the parents are overwhelmed at home, and unfortunately, they don't know what to do. When things are done at school, their only reaction is to kind of come at you a little bit. And I don't think they always mean that, and I sometimes get frustrated. I don't necessarily have positive relationships with some parents, because I think they see me coming always constantly, they think it's constantly on their kid or not It's a tough one.

Students in other schools behave better than students in urban schools. I strongly

disagree.

(School) is an example. They've had 4 issues of students bringing weapons to school in

the last 2 months. They just found a kid with knives and ammo in his locker.

Teaching in an urban school is more difficult than teaching in other schools. I would

agree. It takes a special person to teach in urban schools. My teachers at (School) could

have never done it.

The race of the student is an indicator as to how motivated there are to do well in school.

I disagree. I know about my students' lives and living situations, that I would agree,

probably know too much.

I'm confident in my ability to deescalate situations my classroom I would agree I think it's

been a learning process and I think early on in your career, you sometimes don't; it takes

some experience.

The race of the student is an indicator of the hostility of the student; that would disagree.

My classroom orderly- it was organized chaos. My teacher education classes prepared me

to teach students of different races. I strongly disagree. I don't think they do enough to

talk about urban settings or even world settings for whatever might be.

The race of the students is an indicator of how likely they have to come to class prepared.

Disagree. The misbehavior students in urban classrooms often affects the learning of

other students I would agree, I would agree. But again, it's not any one particular race.

The race of the student…how much they value education-I disagree.

Attendance-that's actually, I would say, not sure. That's actually I would say not sure on

that one just because you know the data might indicate one thing but I'm not exactly sure

if that's true, true indication if it's based on race or not. The race of the student is an

indicator for will be sent out of my classroom for disruption disagree. Easy to deal with

in my classroom-disagree.

The race of the student is an indicator violent behavior my classroom. Not a problem for

me.

A lot of this is just initial labeling. The assumption that a particular race of student is

not-is one way or another. It's disturbing.

Discipline doled out fairly-our data indicates that it is and that's what we're trying to

work on. Why are 50% more African American students being sent out.

Aware of bias I don't think I have any bias but I'm aware of sometimes the box that you

might perceive or whatever and that's where it's important to kind of be able to

understand the situation or the student. And things like that so I think that would go here.

I would say I think I know about my students lives and living situations. Believe that I've gotten much better at better you know, that's part of growing up. As you, so I would say that I will put that they're, coming back to what I said I tend to be more lenient for those kids who misbehave. I kind of like those kids. I would like that one in my classroom, I would say I actually would treat all kids in my classroom the same. Here maybe put this there.

They are to do well in school why do you think that because the students so I think that no matter the race if you if you as a teacher are engaged and motivated and excited about coming to school, that in itself will motivate students to want to come to your classroom and do well. It's more so it's engaging and school is school comforting place for them. If they feel safe do they feel as if they're important? All those things that need to happen within the classroom in order to motivate kids. So, if your if your if your expectations are high in your and you're engaging students and ask him to do things that they see being important to themselves and their education, I think they're motivated. If you're simply not engaged, and you simply just pass out just a worksheet every day for kids to do, and they don't see any value in it, then, of course, it doesn't matter the race. But also, what individual teachers are doing in order to motivate kids to want to come to school, so, I think, I mean kids, and it's not even, you know, it shouldn't even be a question.

And I also think I think this would go along with I strongly disagree that the race of the student is an indicator as a how much they value education. Because I really believe that you talk about minority races, I really believe that there is a, it's not that there's not an

expectation for kids to be educated and the value education. All that stuff, I actually think that most parents of minority students want to see their children do better than maybe they did and grow up. But I think that's all races. You know, my parents didn't have enough time to go to college but that was not, that was not even going to be a discussion for my brother and I. So, I think I think every parent values education and really wants to do well. I think sometimes what's happening in their lives or environment or things like that sometimes make it appear as that they don't value education, but they have so many other obstacles or things that are going on that gives out that that vibe or that idea. So, I really, I really believe that every parent when their child is born they want what's best.

The race of the student is an indicator of the hostility of the student. I disagreed. The race of the student is an indicator of whether they have a role model – disagree. The race of the student is an indicator of how intimidating they seem to be. I don't know; I don't look at color, so race or anything religion or anything like that to believe it's one person is more violent or intimidating than another-I disagree.

That goes back to evaluate and goes back to how motivated kids are, you know, again, until all this is relationship-oriented. Race and behavior of students-if you go if the first day of school, you look at your roster, you can put the seating chart together. If these kids walk in and all the sudden you're looking only at five or six particular students because of their race, then you've already negatively impacted that student, because you have a stereotype. If you believe that some will be worse behaved than the other students; I find that little disturbing.

Students like how likely they are getting to a fight at school; that's crazy. How likely they are to come to class prepared- I might actually put this over here. And so strongly agree maybe a one it could probably fall into it too maybe a crank sometimes I don't know it's hard to gauge whether or not you will cause a relationship with a parent and one time one incident you might in the Nexus and it appears that it doesn't so discipline in urban schools is pulled out fairly that is not sure but I think the data indicates that it is so and I are data indicates What is defined by insubordination with regard to African American males compared to white males because and from teacher to teacher, what is their definition? So, it's trying to find out and I, I think we've always had that problem with what really does the term insubordination mean and you know, for some people it's one things and you know, for people upstairs, it's another thing. So, I think that's been a problem. Surely, but again, that goes with the motivation piece. I mean I think I'm kind of neutral on that idea because I think it's both and he has problems with others but it was about who has positive relationships with me as the teacher. The race of the student is an indicator of how easy they are to deal with my classroom. And where students are at academically, it might require some more attention.

So, as you look over your grid, just talk to me a minute about how on those three and four of those really strongly agree what do you what at were so compelling to place in that area as opposed to the other statement I think it all with regard What's my belief what I see is what Urban education is about and then my beliefs and my ability to be purposeful and have an impact so I think that's kind of where I was going with regard to their in the sense that you know I don't hold by scissor stereotypes of things like that about people I

never have so I think that's kind of where you know moving from suburban school to

Urban school to Urban I don't know I just I think if you go in it How that resonated with

you I just think that those statements kind of pinpoint a particular idea or thought or

assumption we have about any particular race or one particular race and I just I think

that's been our downfall historically and I think that's one of the reasons why we're in a

state that we are in now educationally around the country weather in for example whether

it's an urban environment or a rural environment, the opportunities, that they really have

an equal education, don't exist in this country and so that's where these assumptions or

stereotypes are biases of, come from, from, people who don't understand that there's been

a history of bias.

So, you sort of talked about how well education classes prepared for teaching in the

urban setting. What do you think was missing in those classes?

That there are, experiences with diversity. You know, education I think I should have to

have some experience in the urban setting. Again, negate any auspices or stereotypes.

Possibly, that's because even kids just entering into college who have never experienced

that, it could help negate some of that and it might also encourage more people, or more

qualified people, that are some of the better educators coming out of the college of

education, to want to teach in the urban environment. So, I think it might motivate better

applicants in the urban environment if everyone had an experience.

I think I kind of touched upon a variety of things and it's difficult to kind of when you

look at it, to kind of see where it falls, because sometimes they can fall in multiple places.

I think I've learned quite a bit in the last 11 years from when I first started in my experience in an alternative setting to where I'm at now and having had the opportunity to not only be in an alternative setting, but also I've been doing work with elementary, and then also doing high school, I think I've been able to really grow and have a better understanding actually of what goes on in lower grades to the higher grade. And I think probably if that was a possibility for everyone it be nice if everyone could have that understanding or at least the flexibility to be able to do that, to see what's happening at different levels.

We keep continuing to change everything and I think now it's not so much race and things playing into it as much as your social economic impact in this area. It particularly affects all races. I think that's our new dilemma in this in the opioid situation. I think that's going to be what we are now dealing with more so and that's going to affect all communities.

How did you find this experience to be for you?

And I find these things to be very difficult to do because I, I, you think, one thing very quickly, but then you start wondering, are the pieces really where they should be? And then I think that's where you know, you have, you have problems with this. And I'm not one that thinks this way so it's hard.

8PART3

The race of the student is an indicator of how intimidating they seem to be-I don't agree with that. The race of the student is an indicator of how respectful they are to teachers-Hostility of the student, I absolutely disagree with that. And again, I disagree with that. I think some of the same problems in our schools do happen in other schools but not to the extent. I have had a student bring a weapon to school. I'll put that in the neutral-not sure because if it's happened, I didn't know about it. The race of the student is an indicator of…The race of the student is an indicator of who will be compliant in my classroom. And then I don't think there's an issue in there. The race of the student is an indicator of their attendance. I don't believe in the racism issue there. The race of a student is an indicator of the frequency of a request for the SRO to my class. I don't think so I don't have that problem. The race of the student influences my tolerance of misbehavior… Violent behavior occurs in my classroom. And I am more likely to be lenient on the students who usually behave. Students…who tend to misbehave, and I guess that would go with the last statement. The race of the student is an indicator of how intimidating they seem to be. I don't know where to put this. The race of the student is an indicator of how respectful they are to the teacher-no.

Race of the student is an indicator of whether the student has a role model in their lives-I'll put that in the neutral, not sure. Race of a student is an indicator of who will develop positive relationships with me as a teacher. I don't believe that to be true.

The race of the student is an indicator of how well the student and teacher relate to one another. In my case, no.

The race is an indicator of who will be sent out of my class for disruption-I don't think that is true. The race of the student is an indicator of how much attention they require-I don't agree with that. The race of the student is an indicator of how likely they are to come to class prepared. I don't believe that is true either.

How easy to deal with in my classroom- we don't have, in my particular classes, somebody else may. Insubordination-race of student-no The race of the student is an indicator of violent behavior in my classroom-not at all.

The race of the student is an indicator of how motivated they are to do well in school and then I don't go back to race; that isn't true. The race of the student is an indicator of how likely they are to get into fights at school.

I know about my students' lives and living situations. I have positive relationships with all my students. I do have. I treat all students in my classroom the same. I believe I do that.

The race of the student has no impact on my decision to remove the student from my classroom for misbehavior. I have positive relationships with all parents. No problems lately. The behavior of students in urban classrooms often affects the learning of other students. Often effects-I read the word wrong. Yeah, I think that can happen.

Discipline in the schools is doled out fairly. I'll put that towards the middle. The SRO is often used as an enforcer in the school. That doesn't happen at (school), I know that. I'm confident in my ability to teach in urban schools. Been there for a while. I am confident to de-escalate situations in my classroom. I think I've done a decent job of that.

It is more difficult to teach in urban than other schools. I'm going to put that here because I've never really been on other schools. I substituted early in my career but that's another animal.

The race of the student is an indicator of the level of defiance toward the educator. I don't believe that.

My teacher education classes prepared me to teach students of different races. When you were, 25 years ago did not do that, if that's what that refers to. When I was an undergrad, no.

I am cognizant of bias in my decisions related to discipline of all students in my classroom. I tend to be more lenient on students who misbehave that have an unstable home environment. I might be a little bit more if I know what's going on.

I really should do a better job of reaching out to more parents. In my classroom, I don't have many problems and the tendency is to reach out when there's something negative. I

have more positive than negative in the classes that I teach. The parents I do talk to, I don't have an issue with.

Race of the student has no impact on my decision remove a student from a classroom. I am confident in my ability to teach in an urban school-absolutely. Not an issue of behavior in my classroom-it's academics. I have positive relationships with students. Even if they disagree with you, I know.

I treat students who follow the rules of the classroom with more tolerance than those that misbehave. I tend to follow that line of thought.

A lot that have to do with the race being this or that, I just don't agree with, because in my experience, I've seen it equally from all types of students. At (school) is where I had the most behavior issues. Middle school kids are tough. It was equal, there was no – a lot of these I strongly disagree with. I need to find the two I most strongly do. I put the most strongly disagree with over here. I have tremendous relationships with students from all backgrounds. How much they value education, I'll put this as far to the left as I can. Relationships-I don't think race has any bearing on that. At least in my experience, it hasn't.

Some people like to see the SRO use more often as an enforcer I understand it that's not their function. I don't think race has anything to do with how easy it is to deal with a student my classroom. I'll put them on the left side.

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I don't think you can attach hostility to race. Schools have the same problems, but not to the extent we do. So, I'll put this more toward the agree.

The race of the student is an indicator of whether they have a role model in their lives-the numbers may show that. If I do have bias, I'm not really aware of it. Insubordination-I don't know that I ever considered that. The behavior is the behavior-wherever it came from.

Discipline is doled out fairly-I think it is in our school. Maybe it depends on who's in charge.

The race of the student is an indicator of how defiant a student is. I may tend to agree with that because of today's climate-a lot of things that have gone on-making kids angry. I read a story today about a kid who missed his bus and knocked on a door for directions and the wife started screaming that he was trying to break in and the husband fired a shotgun at him. Fortunately, he didn't hit him. This kid said he found a place to hide and cried until someone found him. He's a teenager, 17 or 18 years old. So, I can see and understand the defiance.

I don't have violence in my classroom. The race of the student is an indicator of how intimidating they seem to be. That's a perception and part of the problem.

I tend to be more lenient on students who misbehave with unstable home environment. If I know there's something going on-I do.

Living situations-should know that more than I do but I don't know.

If you're being honest, which most people are, it's going to force you to maybe view some opinions that you don't want to face up to.

Did your District provide professional development for a classroom management, student-teacher relationship development, and de-escalation techniques?

Yeah, we've had 2 of our 3 required PD's focus on the social-emotional learning and I think his name is (speaker) came in from (state) to talk to us a couple of times. And PBIS team that several teachers are running.

Is that providing that support that teachers need and young teachers need?

But I think the younger teachers I think it's good for them. And sometimes the more veteran teachers, we have a tendency to look at things as cynical. That's one more thing coming down the pike. The current buzz word of the day. The younger teachers, I think it's good for them.

It helps me out, too, I guess, but the issues it addresses, I don't see on a regular basis.

So why do you think you steered these toward the ends? If you look at those are there any particular experiences that lead you to look at things this way?

When I look at those that indicate that race, especially in terms of behavior I've seen especially in my own personal experience, I've seen, if we talk about problems I've had with students, I've had problems with both white students and African Americans. When we talk about students are angry at their situations and it affects both. But maybe African American students more because of today's climate and what's going on. But if we're talking poverty and stuff, socio-economic status-that kind of thing, if students come from that background, I don't think that race is going to… to emphasizes that I believe if the student values education they value education

I think a strong family background has a lot to do with that. Very strong family support system of all races.

Things I agree with-I always try to treat my student the same; at least fairly. I'm not sure that's the same statement that I do and I treated my students the same or fairly, so that's the interpretation I made for that statement. I treat students fairly. So, there are those things that I feel strongly should be where they're at.

How would you describe your experience as an urban educator?
It's been a challenge even at the level I teach at now, because although I have the students that maybe tend to achieve more than other students, they are still coming from, chances are decent that they are still coming from lower socioeconomic status, so there still is that challenge.

It may be even more of a challenge for them because they are trying so hard in school and they have the issues on the home side. That's where their attention's going to be. So, I think it's a challenge no matter what level you teach. You have those students that are trying to take those advanced and AP classes, college credit plus class, but at the same time they're trying to juggle-let's say more than my own children…they don't have to deal with that kind of thing. I guess the biggest description of teaching and it's, it's teaching in general is a challenge, but it's a different kind of challenge in this system.

Were there any items that you think should have been there, that you would have added to that?

I think it covers quite a bit. I can't think of anything I would add.

How did you feel about doing this?

That was a challenge in itself. Like I said earlier, I think, um, it can produce a certain level of discomfort because I think trying to be honest with it, you may have to face some unpleasant attitudes that you may not have thought you had. Like maybe I really should more agree with the statement that I thought I didn't agree with.

9PART4

I remember when I was taking classes at (university) I asked why we didn't have diversity classes, well I don't know. Sending kids out-I mean I don't, I probably have sent out two kids all year and it's the same kid and he's African-American. Or it's because he has a

crappy family life or it's because he's never been taught to be respectful. So, I don't know I don't know it's kind of a tough one.

Discipline is doled out fairly-no. Although when he brought the weapon to school, he told me he wasn't planning on killing me. That was reassuring. I make it a point to know about my kids-I want to know about my kids. I do have positive relationships with kids.

Maybe I do have some biases that I'm not aware that I have. And even when I talk to a kid and I don't feel I have talked to him very well, I ask myself, why did I talk to him like that? Like why did I say that?

I think their behavior is different, I don't know that it's better, it's different, just because it's an urban school.

I do believe that discipline is doled out very unfairly now, and sometimes it's not doled out at all. And I don't think it's a race issue; I think it's personalities. I notice that certain principals-the kid wheels and deals and can get out of it, and another kid can't. I think it's a personality thing. I'm not sure it's race.

Do you have anyone coming that's African American? (*Yes*) That's good.

I'm not lenient with anybody. I have my expectations; you better follow them. I don't care who you are.

So, what prompted you in the far strongly agree columns down there?

Because the number one thing that I've always done is begin by developing relationships with kids because I know where they come from, if you don't give respect, you don't get respect, and I think part of respecting them is knowing them so, this was not a problem. The first thing I do, day 1, is develop those relationships and I get to know where they live, what they do. What their free-time activities are, and the parents, I always contact the parents. I'm in contact with all my parents at least once a month good or bad. Because I think the only way to get the parents involved is to push them into it. Because that's just how they are. And I have high expectations in my classroom and, um, for whatever reason, the kids buy into my expectations so I just don't have a problem with, you know, having order in my classroom, or having to kick kids out of the classroom.

The two times I've had to remove kids, it's because there's been an issue between two kids that came from another class and it carried on into my room and I just could not de-escalate, so just because of, this was easy, the type of teacher I am and how I have my classroom setup.

What kind of prompted you in that far, strongly disagree?

I know that there are teachers who get called names and the kid is tossed right back. I never have any violent behaviors in my classroom, so that was easy. This was harder because a lot of the have to do with race and I don't know if I'm unaware or if I don't pay attention. I don't know, because a lot of this, I don't know. I'm guessing that, I would

hope that the race of the student is not an indicator of how much they're being sent our

because of their race. I hope that's not an indicator, but I don't know though. Some of

them I strongly disagreed with, and then kind of maybe I'm hoping that people don't look

through the eyes of race, but, I'm sure people do. I treat everybody fairly, so, I don't

think I'm more lenient with kids who behave or kids who misbehave. Everybody follows

the same rules in my classroom.

So, in the middle section, do you think you had some positive and negative feelings or was it just that…

I think they were more ones I didn't know. The zeros I didn't know. The minus ones I

guess I was kind of on the fence because I don't believe I treat students who follow rules

more tolerant than students who misbehave, but maybe I do. Maybe when I get snappy, I

snap at the ones who are misbehaving, I don't know. And I don't know, like I said before,

maybe I have some biases that I'm unaware of. So maybe I'm not very cognizant of my

biases. I don't know.

When you think about your students in your classroom, how have you worked to build those relationships? What are some strategies?

Humor, we use a lot of humor in my classroom because the kids buy into that. And it's

just that like letting them know I care. I'm a toucher, hugger and they're ok with that. I

think some of it comes naturally because I'm old and they look at me as a grandmother. I

mean I'm being honest. I think they tend to be a little…respectful because I'm an older

woman. They probably been taught, you know, and I think the big thing is valuing what

they have to say. I really listen, I always make eye contact. I give them the time they need to say what they have to say. And we'll veer away from the lesson if there is an immediate concern that needs to be addressed. And I think they appreciate that. So, I think that's how I build relationships with the kids. And I feed them. They are hungry a lot of the times. And it's funny because I have kids that I don't even have that are just coming in my classroom and they're just wanting to say hello, give me a hug, you know. Tell me how their day's going. And I try not to spend a lot of time doing that because I have a class to teach but, and they're supposed to be somewhere else. But on the other hand, I don't want to discourage that either because maybe they need that.

So, do you feel like in the district you get professional development in the areas of classroom management, building relationships, and de-escalation techniques?
Okay we have the SEL (Social emotional learning). We have the SEL; that's about all I can say. I do not think it addresses de-escalation. I do not believe it addresses classroom management. I believe the SEL has a place in the in the school district and I believe that you start them out of kindergarten and work your way up, it works well. I think the high school is a whole different ball game, a whole different animal And I think some of those SEL strategies are a little infantile and I don't think our kids buy into them.

In the one example the guy gave us just have them walk around 5 minutes without talking, just thinking. "You want us to do what?" (The kids ask the teacher). I don't think the district does a well enough job as classroom management goes. We do have that PBIS and it's a good program, but I noticed that some of our discipline numbers have been

skewed so that when the people in Columbus look at our numbers it looks like we're doing really well in the PBIS. When really, kids are getting the gifts when they haven't really earned in them. They move kids over because they want those big numbers. They could do a much better job, but they're really worried about numbers and-data, that's their really big thing.

I don't know that we've ever really had anyone come in to really work with teachers on classroom management and put it into effect. And I think (university) did a crappy job at that, too. But I don't know now; it's been a long time.

Do you think there are any items that should have been included that weren't?
Right off the top of my head I can't think of any.

Were there any you didn't understand?
I understood them; I just didn't know how to respond to them.
In my part of the world; I try not to go out of my classroom. I hate to say that but…

How would you describe your experience as an urban educator?
I love it; I love the kids. I love the parents. I have seen a big change like in our District as far as the gap between administrators and teachers. I remember when I first started 25 years ago, we were together very well, very close. You'd hit a hiccup once in a while, but no big deal. Get over it and move on. I see a huge gap now and I don't know if it's the people as much as it's the state. All the pressure from the state, and of course, the

administrators are going to throw that pressure onto the teachers and the teachers throw it onto the kids. That's the biggest change I've seen, but I love working in (my district), I do. I wouldn't want to work anywhere else.

So, how did you feel about this experience?

I think it's good; it made me think. Now I'm really wondering if I like I have some race bias, I don't know like it gave me some food for thought. I think I'll be more aware.

10PART7

Well, I mean for this of the race of the student is an indicator of how intimidating they seem to be, they don't intimidate me but they may intimidate other students. My room is orderly, well it's not that orderly but it's orderly to me. Oh woops, except my daughter, I've been told. There's 40 squares here? So, every square will be filled eventually? These two talk about more tolerance for students who behave than misbehave. I know I do that. I absolutely do. I think I kind of let that be known, too because I feel kind of as a motivator to the ones who might not be doing it, I', like heh, you do what you're supposed to do I'm gonna probably not be as tough on you. I like to think that I treat all of my students the same like I said my daughter definitely would be a different situation. She is a freshman this year and I made her take my class and she's just not an engineering student. I'm like, I'm going to keep an eye on you and you're going to take my class and I had it all planned out she could swim, be an engineer, go to (university), get all your school paid for, you could build me a house. I try to have positive student relationships with all my students. There's a couple that I don't, but the majority absolutely. See this

one, the race of the student is an indicator of how likely they are to get into a fight. I put

that over here because I hear about it but I don't see it in my room and I don't see fights

down in my end of the building, but I hear about it from the kids and other people so

that's why I put that over here. So, I don't know from personal experience, but that's

what I have heard. And I'm very confident in my ability to deescalate situations in my

room. And I'm confident on my ability to teach in an urban school. Ha, my classroom's

usually orderly. Like I said, it's orderly to me, ah, but it might not be to ah. I thought

about that the other day. If I just disappeared and didn't come back here, would anybody

be able to make sense of everything that's going on here? There's just no way. And this I

just went by statistics as well I know a lot of students, ah, don't have role models. It

doesn't seem to matter. So maybe I'm saying that wrong, is an indicator, that's kind of

why I put that there.

See, I can see putting some of these over here just because like I said, most of, if they

relate to my classroom, I probably put it over here because I don't see a lot of the bad

stuff. I think I handle things rather well in there so that's why I think I that's why I did

that. I have a lot of, um, I have a lot of students that miss a lot of school, and it doesn't

seem to matter whether, you know, what their race is. Um, I would say that probably

more of them are black kids than the white kids. Again, in my room I don't tolerate if

they're not respectful, so. I've never had anything happen in my room.

You see, a lot of these I would probably want to put right in here because I know that

that's out there but I don't experience it that much. I don't know that discipline is doled

out fairly in general. I'm not gonna have enough room for all of this though. Again, I don't put up with any shenanigans so it doesn't matter what the race is, I'll send them out.

Sometimes again I get both ends of it. I'm not intimidated by any kid. Well there I never had a student bring weapon to my class. It's got to go there, right? Those two things have never occurred.

Isn't this the same thing? Insubordination or disruption? Would that be? They're almost the same. Ok, I see. These two right here. Am I allowed to go in here yet? I'm gonna have to. The race is an indicator of how motivated they are for school. Motivated. Well, I never, l had that one time I think I had to call in an SRO to my classroom and that was my first year. I was in woodshop and I was still not knowing a whole lot what was going on. And I've never had to do it since. And it was cuz the kid wouldn't leave when I told him to get out. So that probably should go there. Yeah it certainly is. I feel like, um, I need more, more of these over here. It's like I'm getting pigeonholed because I don't have anywhere else to put them. It's like a puzzle.

Well that's part of what you doing right? I don't know. I never taught anywhere else and we're considered an urban school, right? So, I guess I really don't know. Teaching in an urban school is more difficult. I don't know. I am cognizant of my bias in decisions. Try not to be. I have a positive relationship with all parents. I guess this would have to go

here because I haven't had any negative. I tend to be more lenient with students who have a (inaudible) home environment. I know about my students' lives, some. Okay.

Because I think I am as much as I try to be fair to everybody I think you don't like I said before I think the kids, they're doing what I expect them to do and acting the way I expect them to act, then I don't have to bother with them and I'm certainly going to give them more leniency than I would somebody that's a pain in my butt all the time. And like I said I think I would I make that known so that the students that are acting up like that see that and think do what he asks me to do and it'll be easy. Or not easy, but he's gonna not hassle me. So that's kind of why I put those there. Right behind that, so in the level 3, strongly agree is mostly stuff about you know, like, I treat all students the same. I have positive relationships, uh, I'm definitely confident in my ability to deescalate situations in my classroom. I have on occasion. I try and present the atmosphere of, that's not going to happen in here. And I'm in an urban school and I think I teach well there so I'm pretty confident.

The two, the race of the student is an indicator, again, I hear about fights, I know they happen at our school. It seems like most of the time that I hear about it, it's, um, they're minority students getting into action. Not always, so, but I would say it would be an indicator, here it seems that happens more, though I would have to say that.

Well again, from studies that I know of, um, I know that race Is an indicator of whether or not they have positive or have parent role models in their lives or positive

relationships, if they have positive role models in their lives. I know from our area that a lot of our students don't, I have positive relationships with all parents. I haven't had any situations with parents of kids that I teach that were negative. Coaching, if this was about coaching I would have that…but even then, I haven't had too many episodes. A couple. But again, you know this one could have been over here even, I tend to be more lenient with students that misbehave that have an unstable home environment if I'm aware of it and if I know they're going through something. In fact, I have this year his grandfather passed away. He was very close with him and he's acting up quite a bit in my class, and I've given him every benefit of the doubt. Yeah, if I know something's going on, I'll certainly take it easy on them.

I sort of know about you know I know about some of them the ones that I talk to with good relationships that I have with the kids, we'll talk about stuff. So, I have an idea of some of them.

Who I remove from my classroom, I said black, white, red, yellow, brown; it doesn't matter. If they're acting up, they're out. So that's on the wrong end. If it has no impact, then I agree with it, so I have it wrong. Now I have to go back and figure this out. Okay.

Like I said, if someone had to come in and take over, they would be in trouble. I know where everything's at… if somebody else came in, they wouldn't. I disagree with that because it's orderly to me, but that doesn't mean it's orderly to everybody else.

The race of the student is an indicator of the frequency, again, I disagree with that, because I wouldn't care if they're doing something that needs to be dealt with by an SRO, then I'm calling them, I don't care who they are, um. I disagree with that, I have great relationships with kid of all races in my classroom.

How well did your teacher education classes prepare you to teach in an urban setting?
Like information, you know, it seemed to me like it was more about laws and rules and doing things the right way in the tried true methods that are out there. Um, I don't think they focused that much on the difference between an urban school or a nonurban school.

Professional Development?
Yes, yes, absolutely. It tends to point toward the minorities of the school, you know I mean it's like how can we, uh, it seems like it's almost an unfair way that we focus too much on that, rather than focusing on treating the kids the same. I'm a firm believer if you put the expectations out there, I don't care who the kids is, they're gonna respond. And I think that a lot of times we go the opposite way on that and I try not to do that. Cuz I, um, grew up in an urban school, and I just, I think if you treat kids the same and put the clear expectations out to them, they'll respond.

Statements missing?
On the top of my head, no. You've got a lot of stuff covered here from one end of the spectrum to the other. Knowing what the study's about, I'd say no. I'd say this is pretty thorough. I can't come up with anything.

Were there any items you didn't understand?

I don't think there were any I didn't understand. I think a couple of them could probably be almost the same, like you know, like disruption and insubordination. I mean insubordination is gonna cause a disruption because now I have to deal with that insubordination, so I look at those as kind of the same. They're probably different things, but the result is the same and now we've got a disruption so.

Experience as an urban educator?

This is my 9[th] year teaching. I know this is my 10[th] year coaching because the building is 10 years. My 9[th] -year teaching and my tenth-year coaching and it has gone fast. When my daughter's a freshman now and I'm like, oh my god. How's it been? It's frustrating at times, um, it's rewarding as all get out sometimes. I really enjoy walking around graduation walking and saying hi to all the kids that I know that I've had and to see what some of them have done. Cuz you know I get the, I teach freshmen to seniors so some kids I have for all four years and I get to see them grow and it's just incredible and amazing some of the stuff that they go out and do is awesome. So very rewarding, challenging because of some of the things like you said that we get a lot of PD's about-discipline and how to teach. Like I went to college to teach, I coach, I think I'm a pretty good teacher, um, I'm certainly open to new ways and new methods and stuff, but what I do, I'm pretty happy with how I handle my classroom and discipline and management and all that so I think some of our, some of the time in PD's could be spent better maybe, I don't know. It just seems when we come to that stuff, it's always how could we coddle

this group of people or that group of people to make it so they're not so, rather than sending them out or dealing with the discipline problem consistently, you know, we'll try to work it in a way so that they don't get in so much trouble, and I don't like that. One of the things, not to, well, one of the things that I thought you did so well was you were consistent with discipline and didn't take any crap, and I think we got away from that. And not just in our school, it happens everywhere.

How did you feel about this experience?

It's kind of cool. I like to self-reflect on how I am his teacher. About the end of every year how I look back at what worked and what didn't work and even throughout the year I do that. I'm always trying to do it better and I and I think it's opened my eyes a little bit to some things you know wow, maybe it isn't how I think I am. When you self-reflect on stuff, you it makes you-are you sure you don't treat kids the same or different? I don't have a problem with it, I like this kind of stuff.

Who needs removed…relationship with kids. I have an idea of some of them so who I do remove my classroom, I said black, white, yellow, brown, it doesn't matter, they're acting up there out. And I think I'm pretty clear about that so. What's best is be up front with this. Be in trouble, cuz I wouldn't care if they're doing something that needs to be dealt with by an SRO, and I'm calling them, but I don't care. I disagree with that-I have great relationships with kids. With all races in my classroom.

How well do you think your education classes prepared you to teach in an urban setting?

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I don't think they focused that much on the difference between urban and others. You know, we focus too much on that rather than focusing on treating the kids the same. I'm a firm believer if you put the expectations out there, I don't care who it is, they're going to respond. A lot of time we go the opposite way on that and I try not to do that because I like to treat kids the same.

Is there anything you would add to the statements?

No, not off the top of my head. I know you got a lot of stuff covered here from one end of the spectrum to the other. Knowing what the studies about I'd say no. It's, it was pretty thorough.

Were there any statements you didn't understand?

I don't think that I didn't understand. I think a couple of them could probably be almost the same you know, like disruption and insubordination. That's why I look at those kind of just the same.

11PART2

The race of a student is an indicator that a student has a role model in their lives. I strongly disagree with that one. Also, the race of the student is an indicator as to how motivated they are to do well in school. I think I'm neutral on that one. The race of the student is an indicator of how likely they are to come to class prepared. I just strongly disagree with that one. The race of a student is an indicator as to how much they value education. I disagree. The race of the student is an indicator of how respectful they are to

teachers. I strongly disagree. Teaching in urban is more difficult than other schools. I would I might be neutral, that's, well neutral cuz I've only taught in this district.

Students in other schools behave better than urban. I'm going to be neutral. Misbehavior of students in urban classrooms often affects the learning of other students. I'm going to strongly agree on that.

The race of the student influences my tolerance. Disagree. The race of the student is an indicator of who will develop positive relationship with me as the teacher. I strongly disagree. I treat all students in my classroom the same. I strongly agree. Bring a weapon- I have a student but I've had a student bring a weapon to school. I strongly agree but it was like a knife so it wasn't a firearm. I'm confident in my ability to teach in an urban school. I strongly agree. The SRO is often used for an enforcer in the school. I strongly disagree. My teacher education classes prepared me to teach students of different races. I agree. I had experience in urban, rural, and suburban because I had to do both for elementary and Special Ed training. Three different areas and all special ed kids seem to be the same.

The race of the student is an indicator of how much teacher attention they require. I strongly disagree with that one. The race of the student is an indicator of how well the student and the teacher relate to one another. I disagree. The race of the student is an indicator was the student has a role model in their lives. The race of the student is an indicator as to how motivated they are to do well in school. I think I'm neutral on that

one. The race of the student is an indicator of how likely they are to come to class prepared. I just strongly through that one the race of a student is an indicator as to how much they value education. I'm going to say neutral on that. How respectful they are to teachers. I disagree on that one.

Teaching in urban school is more difficult than teaching in other schools. I would neutral cuz I've only been in my school. The misbehavior students in urban classrooms often affects the learning of other students I'm going to strongly agree with that. Violent Behavior occurs in my classroom I'm going to be neutral on that cuz it has occurred in the past, but not by choice. The race of the student is an indicator of violent behavior in my classroom. I'm going to strongly disagree with that. The race of the student is an indicator of who will be sent out of my classroom for disruption. I strongly disagree. The race of the student is an indicator of who will be sent out of my classroom for insubordination. I strongly disagree. The race of the student is an indicator of the hostility of the environment. I strongly disagree. the race of the student is an indicator of the level of defiance of the student towards educator. I'm going to be neutral on that. The race of the students and indicator of how likely they are to get in fights at school. I'm going to be neutral on that one. The race of the student influences my tolerance of behavior. I strongly disagree. The race of the student is an indicator of the frequency of a request for the SRO to my classroom. I'd strongly disagree that one.

So, I'd like to think I treat all my students in the class the same, so, that would be in the first column. I also have a positive relationship with my students. Column 4. I'm

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confident in my ability to teach in an urban school. I can put that here and I'm still hoping there's another column in the front, but. So, the race of the student has no impact on my decision to remove the student from the class for misbehavior. That's going to be in the second column on the right 3. I know about my students lives and living situations. I feel pretty comfortable that I do know about them cuz what's interesting is I've always had the knack. Kids always open up to me and it's weird but like not all kids, don't always do that. I found out some things that I wish I would have found out you know, but you know where they've had to be reported and stuff like that where you find out about kids' homes.

The misbehavior students in urban classrooms often affects the learning of others. I feel pretty strongly about that. Because you know that there's there used to be more self-contained classrooms where kids have had serious behavior problems were placed in one. It would disrupt all the time more so and they're kind of gone, I think the state has made it so that it's more difficult because they've kind of wanted to eliminate those and do more inclusion and make, force teachers, well, technically it is, but by placing those kids in an inclusion class or resource room, which they would, it would serve them better to be in a class. They would be in there all day kind of like elementary school where they have certain course subjects with one teacher because that movement in that ability to go out in the hallway, especially high school allows them to kind of stir up their emotions or if they see a fight in the hallway. Like the other day there was a fight in the hall and their emotion was high and they struggle with de-escalating their emotions. That's actually something that we work on in advisory class with our social emotional learning.

I try to do that once it at least once or twice a week usually just once a week though where we actually sit in a circle and a group and we kind of talk things out, you know. Maybe it's a problem or situation and it's actually gotten to the point where some students that do that better. Sometimes I'll allow them to stand outside my door to have those conversations with each other because they want that privacy, but also, they know that, like the conversations I have in our classroom, or don't need that kind of like what happens in Vegas stays in Vegas. For example, I have a kid whose mom overdosed on heroin, but all the kids in my advisory class, they've respected the fact This particular student share that information at the same time they don't you know make wisecracks about people that are drug addicts or whatever because he may know this is sensitive. And so, but, we had to do, we touch on topics. There's a curriculum that we use and sometimes I don't use, but like, if it's a teachable moment, like I have a little talk about marijuana. We have a socio-emotional lesson. But, then, we talked about drugs and other Drugs and being a gateway drug and some couldn't understand that. They couldn't understand I think or be aware of that, that you know, sometimes it's like a switch. I had another teacher colleague of mine talk about a brother who started with marijuana first, which that goes on once you try it sometimes you can't shut that off. And he ended up going to prison for 5 years. So, I try to pull from examples from people my age for colleagues and or friends of mine. I use other names. I care about you and I want you to do things the right way and in order.

So, I had a kid bring a knife. That's considered a weapon and had to be reported. My classroom is usually orderly. Reason why this one is over more is because like sometimes I have a student that has like emotional crisis, and I don't feel as though I'm trained highly enough to deal with a student who has a mental illness.

Right now, I have this girl and like maybe they're bipolar, she'll come in Monday and be on top of the world skipping and everything. I have a student, the young lady, and then the next day she just shuts down she like freezes at the door and doesn't want to come in. It was actually hurting her because with her academics she was not doing the work that she needed to be doing so I think her parent wanted her class changed.

I want to speak on this right now. The SRO is used as an enforcer. The ones that are at our school= a fight happens and the crowd is there and we deal with it before the SRO officers get there. And I realize that it's a big building was it however many square feet and I get that it takes them awhile to get there. But like at lunch time, it still it seems as though it's the teachers or the principals that are breaking up the fight before the resource officers get there. That's kind of frustrating.

So, so, the race of the student is an indicator of who will be sent out of my classroom for insubordination; that's going to be the second column. I don't think that plays a role at all. Again, I wish there was room in that first, but there's not.

Students in other behave better than students in urban schools. They may be more clever about it. More slick how about how they do things cuz I'm sure stuff takes place, it's just it's not as vocal. Maybe, so I'm going to actually switch this with I have had a student bring a weapon to school and move that column to one and number 29-students in other schools behave better than urban over to column 2.

Violent behavior occurs in my classroom. It has; but it had to be reported. Obviously, I don't think that's too much to do with anything with race. I am more likely to be lenient with students who usually behave than misbehave-yeah.

A lot of parents in inner city say oh, if you provide the proper home training, this is what parents say a lot of time, then you should be okay. And then the race of the student is an indicator of how motivated they are to do well school. Again, that kind of goes to go hand-in-hand-numbers 24 and 36. That's going to be zero. I don't think it has anything to do with that. It's how they're raised or what type of home training they had-were they read to as toddlers? So, I think that their academic study skills stuff like that needs to be finely honed, or tuned by the fifth grade because that's where it starts to get scattered. If they're in sports or if the students don't have the proper again study skills, in school either go off the rails or they really do better. So, like I really hate that honestly, maybe it's having two boys myself, but my ninth grader just got all A's but it's because he's worked hard he's constantly studying, constantly bringing a book bag full home.

But I again, it's how parents raise their children, and it has to start at home. And it's I mean, teachers are probably talking about this for a hundred years, if it doesn't happen at home, it's not going to happen.

Treat kids the same. (Teacher's name) shared an example I think was used was like kids at a horse race: one kid has one little milk crate to stand on to see, and then there's a person who just stands on the ground, and there's someone else on 2 milk cartons looking over the fence to see the horse race. Fair is not always equal and the mix of their home life, you know, whether there there's neglect, abuse, with food or clothing or having supplies. Just by having a heart, you have to take that into consideration so that's why.

Being more lenient on the one who doesn't get into trouble. Doesn't do something, whereas you would, perception would be, they're the one who gets in trouble more often, so I guess I can say I'm still neutral about that one. So, my teacher education classes prepared me to teach students of different races. I'm kind of neutral on that. I was in different situations but I don't know that amount of time was spent on it. A lot of times like, and I actually had like a step students or student teachers, and they haven't learned about other races. How to, like for example, you know, having hand lotion in your classes, something relaxing you know. African American students will tell you that they're ashy and having that in the classroom helps. That's something that I think could be taught in classes.

Like when I came out there's more inner-city jobs openings. It seems the turnover rate is higher than what it would be with like suburban or rural areas, just simply because people perceive that it's more difficult, or even know what, how to say, it is harder to work in the city. So, I think classes or a class on let's say, the mind of an African-American; see what the mind of a Hispanic student you know, what they would perceive, how what they experienced differently than let's say, a white Caucasian student who has had more maybe experience. Experience cuz there's kids that come from, you know, out of the country to the United States like Hispanic and speak broken English. One student we have... he struggles with just the language barrier. As a teacher, even if we were more cognizant or aware, that would be able to work with a little easier. Maybe, so anyway, how much they value education that's going to go in the neutral cuz I kind of agree with that. Because like if no matter if they're white or black, but if their parents didn't graduate high school and their parents don't push their kids to go to school, then why would they go to school every day? What, what do they have to reach for if they haven't seen their parents, you know, value the importance of education? So, teaching in an urban school is more difficult than teaching in another. Maybe I talked about that one but never laid it down.

Then again, I've heard stories of teachers who have left (school). Going to teach in a suburban school. But parents because they want to put their nose in and they I mean they may be very knowledgeable; they may be an engineer or doctor or lawyer whatever, but they don't know exactly how education works or should be played out. So the teacher left and came back.

The race of the student is an indicator of their attendance I kind of agree with that. I'll see if that can go here. The race of the student is an indicator of the level of defiance of the student toward the educator; not necessarily true because you know, it's like a lot of parents in the inner-city say oh, if you provide the proper home training. Whether parents teach them to be respectful.

Then the race of the student is an indicator of how motivated they are to do well in school-again that kind of goes to zero. One parent said my child is not very academically inclined so they're going to need to do something with her. This was a parent - I had a conversation with a parent. The mom would never think her son would be successful and he might not want to academically succeed. But because I had his older sister too, and she actually came for his IEP meeting, but she's going to college, she's doing very well. She struggled and works a full-time job and I guess mom just isn't sure. The mom runs a bookstore and had to move to a new location. Her son helped her. But he's quiet; he just doesn't want to do his homework. He struggles in science, but he just doesn't make up his mind to do it if he's not able to handle the work and as far as the official if he's lazy-he isn't. She says he's wonderful as soon as he moves books and he's good at following directions and is able to do a lot of things. Like I said, she had to move out there because she had to move locations. The frustrating thing is to see I think how can we enforce parents more to I guess, use techniques? And how can we make the attendance policy more accountable or so that they make it more like the real world or then we're setting them up for failure and then what do they rely on?

Were there any items you didn't understand?

No, I understood everything I understood all that all the statements. Some of them really made you really have to think, which is good, cuz you want to be a critical thinker. That's what I always told my students, that that's what college taught me is to be a critical thinker. You want to... about everything, the hardest thing, is not having the ability to change some of the things that you, as an educator, know needs changed and it's tough. It can be really tough and stress you out, you know, I mean you take it home with you. So, you're kind of stuck in between a rock and a hard spot.

Appendix C

Youngstown
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April 3, 2018

Dr. Karen Larwin, Principal Investigator
Ruth Zitnik, Co-investigator
Department of Counseling, School Psychology & Educational Leadership
UNIVERSITY

RE: HSRC PROTOCOL NUMBER: 142-2018
       TITLE: Disproportionate Disciplinary Outcomes for African American Males:
                 How Teacher Beliefs Impact the Point of Entry into the Disciplinary
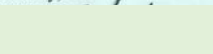   System

Dear Dr. Larwin and Ms. Zitnik:

The Institutional Review Board has reviewed the abovementioned protocol and determined that
it is exempt from full committee review based on a DHHS Category 2 exemption.

Any changes in your research activity should be promptly reported to the Institutional Review
Board and may not be initiated without IRB approval except where necessary to eliminate hazard
to human subjects. Any unanticipated problems involving risks to subjects should also be
promptly reported to the IRB.

The IRB would like to extend its best wishes to you in the conduct of this study.

Sincerely,

Michael A. Hripko
Associate Vice President for Research
Authorized Institutional Official

MAH:cc

c: Dr. Jake Protivnak, Chair
      Department of Counseling, School Psychology & Educational Leadership

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