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Impact of Teacher Attitude and Urbanicity Through the Implementation of Positive Behavior Support Programming

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IMPACT OF TEACHER ATTITUDE AND URBANICITY THROUGH THE IMPLEMENTATION OF POSITIVE BEHAVIOR SUPPORT PROGRAMMING

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DEDICATION

This dissertation is dedicated to those who have endlessly supported me through this journey. Their support was absolute and unwavering even on the long nights that brought me through our doors so late into the night. To Shelly, Samantha and Zachary – my love for you has given me the strength to complete this journey.

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IMPACT OF TEACHER ATTITUDE AND URBANICITY THROUGH THE IMPLEMENTATION OF POSITIVE BEHAVIOR SUPPORT PROGRAMMING

THEODORE CALERIS

ABSTRACT

One of the major questions that both urban and non-urban public school districts are faced with is the relationship between the predictors of school climate, student behavior, staff perceptions and the influence these variables have on school climate. School districts are under public scrutiny to produce positive achievement results for all students. Much research suggests that schools that are considered urban are generally considered unsafe, unproductive and unable to produce students that are competitive in a 21st century global economy. In the major urban centers, student populations are decreasing, flooding the first-ring school districts. First-ring school districts are the individual school districts that immediately border major urban school centers. What are left in the major urban districts are families that are unable to improve their situation and move out of the school districts that are generally considered a failure. One area that has been generally targeted as a method to improve student achievement is the area of school climate.

Various programs in the public school setting have been instituted to positively influence school climate. Inside the school setting, there are diverse variables that can affect the efficient running of a school building: school climate, student population, discipline occurrences in a school, specific positive behavior support programs (PBS), at-risk behavior intervention programs for students, academic intervention programs, staff morale and standardized testing results for a specific school district. These predictors, along with individual human development and behavior, influence school climate. It is

essential to understand how these characteristics can impact school climate in an urban and non-urban setting; what policies or procedures can positively impact climate at the building level; and how can these factors can influence staff perceptions towards student achievement. Educators have yet to determine the exact interplay of the factors that predict school climate and their influence upon student achievement. Among other variables, the topic of school climate has had profound implications upon staff retention, school discipline and student academic achievement.

The purpose of this study is to assess the impact of positive behavior supports on school climate, specifically in relation to teacher perceptions and feelings towards positive behavior support programming; to identify the awareness of specific positive behavior supports used within a school setting; to determine the impact of these supports on school climate by measuring teacher attitude and perception about student achievement; and ultimately, to determine is there a statistical significance in staff perception of school climate relative to the school setting of an urban and non-urban school. Two-hundred and six educators were surveyed from four school district in Northeast and Northwest Ohio. Results demonstrated that working in a urban setting or non-urban setting was statistically significant in terms of the impact on teacher attitude, collegiality, achievement perceptions and awareness with regards to the tested factors that influence school climate. It was found that there were statistically significant differences between teachers working in either an urban or a non-urban setting in relation to teacher attitude, collegiality, achievement perceptions and awareness, as related to school climate. However, the effect sizes were low demonstrating that the differences were not large enough to be of a practical concern.

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INTRODUCTION

One of the major questions that both urban and non-urban public school districts are faced with is the relationship between the predictors of school climate, student behavior, staff perceptions and the influence these variables have on school climate. School districts are under public scrutiny to produce positive achievement results for all students. Much research suggests that schools that are considered urban are generally considered unsafe, unproductive, and unable to produce students that are competitive in a 21st century global economy. In the major urban centers, student populations are decreasing, flooding the first-ring school districts. First-ring school districts are the individual school districts that immediately border major urban school centers. Many times what are left in the major urban districts are families that are unable to improve their situation and move out of the school districts that are generally considered failures. One area that has been generally targeted as a method to improve student achievement is the area of school climate.

School climate is generally defined as the social atmosphere of a setting or learning environment in which students have different experiences (Marshall, 2001). In contrast, school culture refers to the reflecting of shared ideas, assumptions, values and

beliefs that give an organization its identity and standard for expected behaviors (Best Practices Brief, 2004). Many school officials generally believe that the ability to improve the climate of the school will produce positive student achievement results.

The Ohio Department of Education (ODE) created classifications for different types of similar districts, referred to as the typology of the school district. ODE utilized several data sources to create these typologies based on similar demographic and geographic characteristics. The 2013 typology classifications are described below (Ohio Department of Education, 2013):

VI. Typology Code 1 (Rural) – High student poverty and small student population (enrollment 1,366 students).

VII. Typology Code 2 (Rural) – Average student poverty and very small student population (enrollment 1, 032 students).

VIII. Typology Code 3 (Small Town) – low student poverty and small student population (enrollment 1, 676 students).

IX. Typology Code 4 (Small Town) – High student poverty and average student population (enrollment 2,230 students).

X. Typology Code 5 (Suburban) – Low student poverty and average student

XI. Population (enrollment 4,176 students).

XII. Typology Code 6 (Suburban) – Very low student poverty and large student population (enrollment 5,254 students).

XIII. Typology Code 7 (Urban) – High student poverty and average student population (enrollment 4,608 students).

XIV. Typology Code 8 (Urban) – Very high student poverty and very large student population (enrollment 30,647 students).

Various programs in the public school setting have been instituted to positively influence school climate. Inside the school setting, there are a multitude of variables that can affect the efficient running of a school building: school climate, student population, discipline occurrences in a school, specific Positive Behavior Support (PBS) programs, at-risk behavior intervention programs for students, academic intervention programs, staff morale and standardized testing results for a specific school district. These predictors, along with individual human development and behavior, influence school climate. It is essential to understand how these characteristics can impact school climate in an urban and non-urban setting, what policies or procedures can positively impact climate at the building level; and how can these factors can influence staff perceptions towards student achievement.

School change has come in many forms; however, this analysis will focus on the use of PBS in an attempt to compare positive school climate and perceived academic achievement in two distinct settings; urban and non-urban settings. "Positive Behavior Supports (PBS) is a great and worthy idea predicated on the notion that creating a life of quality and purpose, embedded in and made possible by a supportive environment, should be the focus of our efforts as professionals" (Carr & Horner, 2007, p. 3).

School Climate in Education

School climate is defined as the social atmosphere of a setting or learning environment in which students have different experiences. School climate comes in many different forms. A specific school climate can determine a student's success and redefine

the educational success of the building. The following factors have been identified as influences on school climate: a) Number and quality of student-teacher interactions, b) Student-teacher perception of the school environment, c) Environmental factors, d) Academic performance, e) Feelings of safeness, and f) Feelings of trust and respect for students and teachers. Ultimately these factors significantly affect student achievement and the overall quality of the instruction being given to students (Marshall, 2001).

These factors depend upon the protocols set up by the teachers and administrators (Moos, 1979). The social environment of a school can be divided into three categories: a) Relationships that include involvement; affiliation with others in the classroom, and teacher support, b) Personal growth or goal orientation that includes the personal development and self-enhancement of all members of the environment, and c) System maintenance and system change that include the order of the environment, the clarity of the rules, and the strictness of the teacher in enforcing the rules (Moos, 1979). Although the atmosphere of the school building can determine student academic and social success, this variable is not the only determinate of student behavior and academic success at the building level.

Practitioners struggle to demonstrate that the climate of a school and the achievement of its students are controlled by the atmosphere of the organization. The variables of school climate, student achievement, and building leadership show a correlation in the context of their impact on schools. Simply stated, stakeholders have the power to determine school climate. These factors, in turn, can directly impact student instruction and achievement.

An initial analysis of the research emphasizes that school climate and the implementation of PBS programming may be specific and singular to each and every school district. Carr and Horner (2007) describes a quality of life (QOL) as the dependent variable that best exemplifies the field of PBS for people with challenging behaviors and problems adapting to new settings. QOL "focuses our attention on the question, 'What can go right in a person's life?' and not on, 'What are the forms of psychopathology that ruin a person's life?" (p. 4).

Because school districts are unique in ethnicity, socioeconomic status, and diversity, attaining a prescriptive remedy to improve school climate may be unattainable. It is clear that there are many factors that influence school climate in the public school setting. What improves school climate in one school district may not be as effective in another school setting. It is evident from the literature review that an additional investigation into student behavior supports is needed to quantify the connection between these perceived positive behavior supports, teacher perception, and school climate.

Educators have yet to determine the exact interplay of the factors that predict school climate and their influence upon student achievement. Among other variables, the topic of school climate has had profound implications upon staff retention, school discipline, and student academic achievement. This research looks to connect various aspects of positive behavior support programming and the impact that these supports and school setting have on various aspects of school culture.

In PBS, programs look to support and "enhance personal competencies (skill development) and systems-change procedures to create environments in which those

competencies can be used to promote a good quality of life" (Carr & Horner, 2007, p. 5). In terms of this analysis, an environment with a good quality of life can be correlated to a positive school climate. "The special mission of PBS involves the detailed analysis and development of support mechanisms that improve QOL, engendering personal satisfaction and happiness for legions of people and their families who need help now and cannot wait for a cure" (Carr & Horner, 2007, p. 6).

School climate has also been viewed through the lens of a practitioner. This perspective has used experience as a way of communicating best practice approaches to improve the various areas of school culture that directly impact a positive school climate.

The difficulty in measuring school climate is that there is no prescriptive measure to improve school culture through the variables discussed in this analysis. Every child is different. Every staff member has various strengths and professional areas of need. Every school has its own individual identity that impacts students and staff. Ultimately every school has its own set of solutions that are unique to its specific setting. Educators have shown that reflecting on the school climate question through a sociocultural approach can lead practitioners to improve school culture, student achievement, and organizational change. In analyzing the effects of specific positive behavior supports used within an urban setting, administrators and teachers will be better able to control climate within a school building and in turn create an environment that will be conducive to positive student achievement.

Purpose Statement

The purpose of this study is to assess the impact of positive behavior support programming on school climate, specifically in relation to teacher perceptions and

feelings towards positive behavior support programming; to identify the awareness of specific positive behavior supports used within a school setting; to determine the impact of these supports on school climate by measuring teacher attitude and perception about student achievement; and ultimately to determine if there is a statistical significance in staff perception of school climate relative to the school setting of an urban and non-urban school.

Research Focus

At this stage in research, school climate will generally be defined as the social atmosphere of a setting or learning environment in which students have different experiences (Marshall, 2001). Literature will be reviewed on the following topics in order to understand the impact that these variables have on school climate: school climate in education, common positive behavior and intervention support programming, cultural and structural context of school change, staff perceptions, leadership in the school setting, curriculum and instruction, variables that effect student achievement in the context of school climate and the achievement gap in schools.

Research Questions

School climate research looks to improve student instruction through various mechanisms. What is difficult to predict is the factor that has the most statistical significance upon the measure of school culture. This research will look to answer the following questions:

1. Is there a greater awareness between non-urban and urban teachers with respect to positive behavior intervention and support programming within a school building?

2. Is there a statistically significant relationship between urbanicity and the impact of collegiality on perceived student achievement by teachers among urban and non-urban teachers?
3. How does urbanicity effect teacher perceptions and attitudes of school climate?

Limitations of the Study

The difficulty in measuring school climate is that a researcher needs to be specific as to which predictor is being used to measure school culture. Each piece of literature asks a different question about school climate. Therefore, to get a true picture of how school climate is defined becomes a complicated process. It is obvious from the context of this analysis that school climate is effected and measured from various sources. It is evident from this literature review that an additional investigation into student behavior supports and teacher perceptions in both an urban and non-urban setting is needed to quantify the connection between these perceived positive behavior supports, and teachers' perception of school climate, and student academic achievement. A clear comparison is needed between these two distinct settings. Key questions remain as to which variable has a stronger influence on school climate in the school setting. Absent from the literature is a clear comparison of teacher climate perceptions and perceived academic achievement within an urban and non-urban school setting.

Summary and Implications for Practice

School climate impacts multiple areas of the school environment. School climate has been defined as the social atmosphere of a setting or learning environment in which

students have different experiences. These experiences depend upon the protocols set up by the teachers and administrators.

Researchers have primarily used a quantitative methodology to research the impact of school climate, student achievement, and building leadership on school climate. Researchers generally used large sample populations to address their research questions that were specifically focused to measure one view of school climate. The difficulty with quantifying school climate is that it is a variable that is determined by other confounding variables. Leadership affects teacher attitudes and the work environment. Teacher attitudes shape how students feel about school and learn while at school. A student's feelings about school shape how they perform at school. All of these variables impact the measure of school climate as a real and tangible characteristic of a school.

Another difficulty in measuring school climate is that a researcher needs to be specific to which predictor is being used to measure school culture. Each piece of literature asks a different question about school climate. Therefore, to get a true picture of how school climate is defined becomes a complicated process. It is obvious from the context of this analysis that school climate is impacted and measured from various sources. Key questions remain as to which variable has a stronger influence on school climate in the school setting.

School climate has also been viewed through the lens of a practitioner. This perspective has used experience as a way of communicating best practice approaches to improve the various areas of school culture that directly impact a positive school climate. This literature review has shown that there are five areas that can affect the measurement of school climate: specific positive behavior support programming, staff feelings and

perceptions, climate, curriculum and instruction, and leadership. When analyzing the literature it becomes difficult to specify a research question or problem that pinpoints their specific influence on school culture; there becomes no way to target a problem area and measure the results after the implementation of a solution. The literature gives sound advice for school administrators and practitioners but lack the scientific methodology that is necessary to identify a singular specific correlation from a set of research questions. These articles use experience as a way to guide practitioners to improve school culture and climate. The best strategy approaches used by these authors are ambiguous and cannot be absolutely applied by all practitioners in all school settings. This becomes a challenge when trying to quantify a procedure to improve the overall climate, culture, and achievement of a school district. It seems that there are multiple methodologies needed to enhance school climate in a specific school setting.

An additional difficulty in measuring school climate is that there is no prescriptive measure to improve school culture through the variables discussed in this analysis. Every child is different. Every staff member has various strengths and professional areas of need. Every school has its own individual identity that impacts students and staff. Ultimately every school has its own set of solutions that are unique to its specific setting.

An initial analysis of the research emphasizes that school climate may be specific and singular to each and every school district. Because school districts are unique in ethnicity, socioeconomic status and diversity, attaining a prescriptive remedy to improve school climate may be unattainable. It is clear that there are many factors that influence school culture in the public school setting. What improves school climate in one school district may not be as effective in another school setting. It is evident from this literature

review that an additional investigation into student behavior supports and teacher perceptions in both an urban and non-urban setting is needed to quantify the connection between these perceived positive behavior supports, and teachers perception of school climate and student academic achievement. The intent of this research is to uncover the common factors of positive behavior supports that influence teacher attitudes about school climate and academic achievement. Statistical analysis will be used as a way to compare each control group environment: urban school setting and a non-urban school setting.

Definition of Terms

*Affiliative Leadership***:** This style emphasizes the importance of team work, and creates harmony in a group by connecting people to each other (Murray, 2012).

*Coaching Leadership***:** This one-on-one style focuses on developing individuals, showing them how to improve their performance, and helping to connect their goals to the goals of the organization (Murray, 2012).

*Commanding Leadership***:** This is classic model of "military" style leadership; probably the most often used, but the least often effective. Because it rarely involves praise and frequently employs criticism, it undercuts morale and job satisfaction (Murray, 2012).

*Democratic Leadership***:** This style draws on people's knowledge and skills, and creates a group commitment to the resulting goals. It works best when the direction the organization should take is unclear, and the leader needs to tap the collective wisdom of the group (Murray, 2012).

*Pacesetting Leadership***:** In this style, the leader sets high standards for performance. The leader obsessive about doing things better and faster, and asks the same of everyone (Murray, 2012).

*Positive Behavior Supports***:** Includes a broad range of systematic and individualized strategies for achieving important social and learning outcomes while preventing problem behavior (Warren et al., 2003).

Productive Change: Change that makes a positive difference in student learning and in how schools operate (Schwahan & Spady, 2002).

*School Climate***:** The social atmosphere of a setting or learning environment in which students have different experiences (Marshall, 2001).

School Culture: Reflecting the shared ideas, assumptions, values and beliefs that give an organization its identity and standard for expected behaviors (Best Practices Brief, 2004).

Social Structure: Social positions, social roles, and networks of social relationships are arranged in our institutions, such as the economy, polity, education, and organization of the family (Wilson, 2009).

Strategic Alignment: The structure, policies, procedures, and practices of the organization totally support the organization's vision (Schwahan & Spady 2002).

Typology: The Ohio Department of Education (ODE) created classifications for different types of similar districts (Ohio Department of Education, 2013).

Visionary Leadership: This style is most appropriate when an organization needs a new direction. Its goal is to move people towards a new set of shared dreams (Murray, 2012).

CHAPTER II

LITERATURE REVIEW

This section contains a review of the literature describing the different variables that affect school climate within a school building or school district. The purpose of this study is to measure the impact of positive behavior supports on school climate, specifically in relation to teacher perceptions and feelings towards positive behavior support programming; to identify the awareness of specific positive behavior supports used within a school setting; to determine the impact of these supports on school climate by measuring teacher attitude and perception about student achievement; and ultimately to determine is there a statistical significance in staff perception of school climate relative to the school setting of an urban and non-urban environment.

This section will be divided into the following subsections: a) school climate in education, b) common positive behavior support programming, c) staff perceptions and feelings, d) communication in the school setting, e) curriculum and instructional leadership, f) variables that effect student achievement, and g) the achievement gap in schools.

School reform can mean many different things to different observers. School reform does not necessarily have an accurate and precise definition across disciplines.

Using school reform as the platform of change, educators must differentiate between school culture and school climate. The Best Practices Brief (2004) defines school culture as reflecting "the shared ideas, assumptions, values and beliefs that give an organization its identity and standard for expected behaviors" (p. 1). "School climate reflects the physical and psychological aspects of the school that are more susceptible to change and that provide the preconditions necessary for learning to take place" (Best Practices Brief, p. 2, 2004).

For the purpose of this research, the author will use school climate as the indicator of school change and student achievement. School reform has a common message; improve student instruction through various mechanisms. What is difficult to predict is the factor that has the most statistical significance upon the measure of school climate.

School Climate in Education

School climate is defined as the social atmosphere of a setting or learning environment in which students have different experiences. School climate comes in many different forms. A specific school climate can drastically determine a student's success and redefine the educational success of the building. The following factors have been identified as influences on school climate: a) Number and quality of student-teacher interactions, b) Student-teacher perception of the school environment, c) Environmental factors, d) Academic performance, e) Feelings of safeness, and f) Feelings of trust and respect for students and teachers. Ultimately these factors significantly affect student achievement and the overall quality of the instruction being given to students (Marshall, 2001).

These experiences depend upon the protocols set up by the teachers and administrators (Moos, 1979). The social environment of a school can be divided into three categories: a) Relationships that include involvement, affiliation with others in the classroom, and teacher support, b) Personal growth or goal orientation that includes the personal development and self-enhancement of all members of the environment, and c) System maintenance and system change that include the order of the environment; the clarity of the rules, and the strictness of the teacher in enforcing the rules (Moos, 1979). Although the atmosphere of the school building can dramatically determine student academic and social success, this variable is not the only determination of student behavior and academic success at the building level.

Specific characteristics of schools, such as the physical structure of a school building and the interactions between students and teachers, are the two factors that can affect and influence the broad concept of school climate. A specific school climate can drastically determine a student's success and redefine the educational success of the building (Marshall, 2001).

Research shows that school climate can affect many areas within a school. Some examples of specific areas that can be influenced by a positive school climate are: student discipline referrals, school safety, parental involvement, extra-curricular programs for students, student-teacher perceptions, student-student relationships, student-teacher relationships and transition of new students into school. Previous school climate research supports the conclusion that many factors contribute to the complex identity of a school (Marshall, 2001).

School climate characterizes the organization at the school building or classroom level. Climate can vary from building to building, but overall has a specific atmosphere within that structure (Best Practices Brief, 2004). School climate has been linked to increasing academic achievement, along with, being a "potential solution to problems such as bullying, inter-student conflicts, suicide, character education, and moral education (Best Practices Brief, p. 2, 2004).

A study conducted in 2009 determined the academic classification of school districts in Texas. Schools were classified as exemplary, recognized and acceptable differ in their school climates, as measured by the 10 dimensions of the Organizational Health Inventory. The sample was comprised of 29 schools located in a large suburban school district in southeast Texas (Busch, Macneil, & Prater, 2009). Teachers in each school used the OHI to rate the overall climate of their school. In total, 1,727 teachers were surveyed in the study. The results indicated that each of the schools that demonstrated higher student achievement also demonstrated healthier school climates than schools with lower academic ratings. This difference could only be found to be statistically true for exemplary and acceptable schools. No statistical significance could be found between exemplary schools and acceptable schools or recognized schools and acceptable schools (Busch et al., 2009). How have these schools officials increased climate? How can this method be modeled in other school districts?

Freiberg (1998) notes, "the interactions of various school and climate factors can create a fabric of support that enables all members of the school community to teach and learn at optimum levels. School climate can be a positive influence on the health of the learning environment or a significant barrier to learning" (p. 5).

Practitioners struggle to demonstrate that the climate of a school and the achievement of its students are controlled by the atmosphere and the culture of the organization. The variables of school climate, student achievement, and building leadership show a correlation in the context of their impact on schools. Simply stated, stakeholders have the power to determine school culture and climate. These factors, in turn, can directly impact student instruction and achievement.

Educators have yet to determine the exact interplay of the factors that predict school climate and their influence upon student achievement. Among other variables, the topic of school climate has had profound implications on staff retention, school discipline, and student academic achievement. The following section will look to connect various aspects of positive behavior support programming and the impact that these supports have on various aspects of school culture.

In the December 2004 issue of Best Practices Briefs, the brief contends "school climate reflects the physical and psychological aspects of the school that are more susceptible to change and that provide the preconditions necessary for teaching and learning to take place" (p. 2). In addition, the brief looks at school climate in terms of four parts of the school environment: physical environment, social environment, affective environment, and academic environment. It is the contention of this brief that each factor can either support learning or impede learning for students. The four aspects of school climate are:

- A physical environment that is welcoming and conducive to learning.
- A social environment that promotes communication and interaction.

- An affective environment that promotes a sense of belonging and self-esteem.
- An academic environment that promotes learning and self-fulfillment (Best Practices Brief, 2004, p. 3-4).

Each element is briefly summarized below to outline specific building-level examples and practices:

Physical Environment

Supports Learning:

- School building contains a limited number of students.
- Students feel safe and comfortable.
- Classrooms are orderly.
- Instruction area is appropriate for all users.

Impedes Learning*:*

School building contains a large number of students.

- Students are harassed by other students.
- Classrooms are disorganized.
- Classrooms are in rooms not intended for that use. Space is overcrowded.

Social Environment

Supports Learning:

- Interaction is encouraged.
- Decisions are made on-site, with the participation of teachers.
- Staff are open to students' suggestions.
- Staff and students are trained to prevent and resolve conflicts.

Impedes Learning:

- Interaction is limited.
- All decisions are made by a central administration or principal.
- Students have no role in determining classroom or building activities and decisions.
- Bullying and conflicts are ignored.

Affective Environment

Supports Learning:

- Interaction of teachers and staff with all students is caring, responsive, supportive, and respectful.
- Students trust teachers and staff.
- Teachers, staff and students are valued and respected.
- Parents perceive the school as warm, inviting and helpful.

Impedes Learning:

- Interaction of teachers and staff is generally distant and minimal.
- Morale is low among teachers and staff.
- The school belongs to the majority of the students.
- Teachers and staff feel unappreciated.

Academic Environment

Supports Learning:

- There is an emphasis on academics, but all types of intelligence and competence are respected and supported.
- Expectations are high for all students. All are encouraged to succeed.

- Progress is monitored regularly.
- Teachers are confident and knowledgeable.

Impedes Learning:

- Academic performance is downplayed or not rewarded.
- There is minimal or no periodic assessment.
- There is little communication about results of assessments.
- Rewards and praise are minimal (Best Practices Brief, 2004, p. 3-4).

Common Positive Behavior Support Programming in Schools

School climate is defined as the social atmosphere of a setting or learning environment in which students have different experiences. School climate comes in many different forms. A specific school climate can determine a student's success and redefine the educational success of the building (Marshall, 2001).

Warren et al. (2003) states that "positive behavior support includes a broad range of systematic and individualized strategies for achieving important social and learning outcomes while preventing problem behavior" (p. 80). The organizational application of these positive supports for students lead to the following outcomes: (a) improved academic achievement (b) enhanced social competence, and (c) safe and learning teaching environments (Bohanon et al., 2006, p. 131).

Colvin's (1991) article describes nine components of schoolwide positive behavior supports: a) clearly stating the purpose of school-wide discipline, b) clearly stating and posting school wide expectations, c) creating schoolwide structures to reinforce demonstrations of expected behaviors, d) creating schoolwide structures to teach expected behaviors, e) clarifying behaviors that are managed by staff and those that

are referred to the office, f) providing opportunities for staff to work together to address persistent minor behavior, g) offering a continuum of structures to address serious behavior and h) developing record-keeping procedures to readily track student behavior.

Gislason (2009) conducted a three-week qualitative study at the School of Environmental Studies (SES), a public high school with an environmental studies focus. Students and staff were interviewed as part of the study in order to determine if the school's open plan architecture positively contributes to the social climate at SES. The interviews established that the students felt more socially accepted at school and better enjoyed their time at school in comparison with other high school they attended.

In recent years, the *Journal of Positive Behavior Interventions* (JPBI) has been established for the purpose of creating a dialogue to share and discuss a best practices approach to positive school change. This journal, through various research efforts and dialogues, has published research that has influenced "government priorities as seen in the funding of various PBS initiatives on schoolwide positive behavior support, early intervention, home-school collaboration, and many other projects (Carr & Horner, 2007, p. 4).

Positive behavior supports has a wide variety of implementation within the structure of a school. These supports have generally been tied to programs that are in place within a school setting. These programs have been linked to funds that are directly appropriated for the implementation of PBS within the school setting.

In every school there are groups that are isolated because of factors of race, socioeconomic status, ethnicity and culture. Markey et al. (2002) describes a specific PBS program that looked to bring training programs to urban parents in New Orleans,

Louisiana. This program was a focused "training curriculum and train-the-trainer model developed by Pyramid Parent Training Community Parent Resource Center that brings PBS best practices identified by leading PBS researchers to parents" in an urban school setting (p. 218). Parents were given information on how to collect data on their children's strengths, likes and dislikes, as well as a functional behavior assessment in the development of a PBS plan. Logic would suggest that parents would not have access to this specialized training without the direct funding and involvement of the PBS training program.

Smith and Heflin (2001) describe the Behavioral Intervention Program (BIP), "a project funded by the state of Georgia since 1991, provides community-based technical assistance to school systems for students with developmental disabilities and severe problem behaviors" (p. 39). The goal of this program is to establish local school expertise to conduct behavior assessments in order to promote positive long-term behavior interventions for students with behavior problems. Outcomes of this program have included reduced rates of impeding behavior, increased student learning of strategies intended to improve staff-student interactions, and a decreased use of behavior intervention plans for students. The BIP currently funds full-time and part-time staff members to implement this initiative within school districts in Georgia. We can see in this example, that again, funding can directly be correlated to the wide-spread implementation of a specific PBS program.

Carr and Horner (2007) suggests that at the heart of the PBS initiative is a civil rights issue of students having the ability to access school curriculum. "The PBS approach has been codified within the law, specifically the Individuals with Disabilities

Act (IDEA) that mandates PBS for all children with disabilities" (p. 4). Programming such as Georgia's BIP and Louisiana's Operation Positive Change, has shown the ability to make improvement in student behavior through staff and parental training. It is important to note that the use of PBS in schools can allow students to access curriculum, it is not a mandate covered under IDEA. Questions remain as to what happens when the funding for PBS is no longer available to school districts. Carr and Horner (2007) suggest the "need to build an infrastructure to ensure the future viability of the PBS approach by focusing on preservice issues (e.g., university-based courses in PBS), inservice development (e.g., cadres of knowledgeable professionals who can function effectively in the community), and organizational change (p. 4). To professionally train our educators and parents in proper PBS intervention techniques could lead to a sustained approach to positive behavioral change for our students; this sustained approach can lend itself to improved school climate and academic achievement.

The Impact of Staff Perceptions and Feelings on School Climate

The purpose of this section is to clearly define the impact that staff perceptions have on school climate. There are many observable indicators of school climate (discipline cases, attendance rates, achievement results, etc.), however, "concealed within and throughout the observable and measureable barriers to educational effectiveness may be the more subtle presence of fear or distrust in working relationships (Rafferty, 2003, pp. 49-50).

Beaudoin (2011) presents the topic of teacher and administrator perceptions, feelings and attitudes towards school and how the expression of these feelings can directly impact staff-student relationships. The author conducted a survey of 200

educators in California in 2004 and 2009 regarding the ideas of fostering a positive school environment, teacher feelings about school and feelings of self-worth while at school. Results of the survey indicate that staff members that engage in two specific behaviors can directly influence their personal and professional attitudes towards students and other staff members. These attitudes directly affect school climate. Staff members that engage in problem-saturated conversations often find it difficult to become positive and generally take those negative attitudes back into the classroom. A school climate of gossip and cliques greatly interferes with trust, collaboration and openness in a school. The author suggests that there are three ways to combat a negative school climate: (a) Contrast intentions and effects instead of focusing on problem-saturated conversations, more energy should be put into solutions and positive, professional behavior towards other staff and students, (b) Consider how to use power in the school. This is particularly valuable for both staff and administrators, and (c) Foster appreciation for what teachers do on a daily basis. These behaviors directly influence positive school climate and positive teacher-student interactions (Beaudoin, 2011).

Mason (1998) suggests through various sources that there are some questions as to whether or not urban field experiences for pre-service teachers enhance their motivation to teach in inner-city schools. Mason conducted the study for the purpose to assess changes in students' attitudes towards inner-city teaching resulting from their participation in a field-based practicum in an urban elementary classroom. Students (N=176) in this study were compared to a similar group of peers in a non-urban setting.

"The sample was predominantly female (97 percent) with less than five percent of the participants in the program identifying themselves as belonging to a minority

group." Students were asked to complete a questionnaire to assess their attitudes and perceptions from their field experience. Most pre-service teachers used in this study attended elementary and high schools in predominantly white, middle-class communities. The author focused on three research questions: a) Do pre-service teachers become more positively disposed toward teaching in an urban setting as a result of an urban field experience?, b) Do pre-service teachers' attitudes toward inner-city, low-income, and minority students improve as a result of completing an inner-city field experience?, and c) How do attitudes toward low-income and minority students of pre-service teachers who complete an inner-city field experience compare with those who complete one in a suburban school? Results indicate that the effect of the field experience on interest in urban teaching was positive overall for all participants. Questionnaire responses suggest that the inner-city experience had an overall positive effect on attitudes toward urban schools. The author demonstrated that exposure to urban classrooms did not appear to negatively impact prospective teachers and their desire to teach in an urban setting (Mason, 1998).

The Kalamazoo Promise was announced in the fall of 2005, offering free college tuition at any public state college or university for graduates of the district who have gained acceptance to a post-secondary institution. This program was funded through anonymous donors, and a federally funded evaluation is currently underway to examine potential changes that result from its implementation. This evaluation research draws from multiple data sources including interviews with educators, surveys and interviews with students in the school district. Findings from the post-evaluation of this study indicate that school climate has improved since the announcement of the program.

Students generally perceived the promise as a good thing, but were generally concerned with how teachers would react to this scholarship opportunity. Reports were often mixed, with many reservations about the prospect for quick changes in the district due to the Promise (Miron, Jones, & Kelaher-Young, 2011).

The articles referenced attempted to find significance in staff feelings as a measure of school climate and the implication these feelings have on the school surroundings. The results generally support the position that staff feelings and attitude can directly impact school climate, student achievement and teacher interest in inner-city employment opportunities.

The Impact of Communication on School Reform

Leaders have the difficult job of both assessing and changing school culture. Culture change by definition alters a wide variety of variables within the school setting. These relationships are at the very core of the institutional stability. Any reform should be approached with sensitivity and concern for others. The impact that leaders have upon the school climate has been measured and shown to be an influential change agent within the school organization.

Linn, Sherman, and Gill (2007) conducted a qualitative analysis in which the researchers explored the meaning of the principalship through interviews conducted at the end of a university principal preparation program. The interviews conducted identified four specific themes regarding qualities of the principal as an institutional leader: a) protection and nurturing, b) skill, adventure, or problem solving, c) challenge, risk, and threat; and d) chance and luck (p. 161).

Leadership is less about the needs of the leader, and more about the needs of the people and the organization being lead. Leadership styles should be adapted to the particular demands of the situation, the particular requirements of the people involved and the particular challenges facing the organization (Murray, 2012).

Goleman, Boyatzis and McKee (2002) describe six different styles of leadership. The most effective leaders can move among these styles, adopting the one that meets the needs of the moment. These leadership styles can all become part of the leader's repertoire:

- Visionary Leadership**:** This style is most appropriate when an organization needs a new direction. Its goal is to move people towards a new set of shared dreams.
- Coaching Leadership**:** This one-on-one style focuses on developing individuals, showing them how to improve their performance, and helping to connect their goals to the goals of the organization.
- Affiliative Leadership**:** This style emphasizes the importance of team work, and creates harmony in a group by connecting people to each other.
- Democratic Leadership**:** This style draws on people's knowledge and skills, and creates a group commitment to the resulting goals. It works best when the direction the organization should take is unclear, and the leader needs to tap the collective wisdom of the group.
- Pacesetting Leadership**:** In this style, the leader sets high standards for performance. The leader obsessive about doing things better and faster, and asks the same of everyone.

- Commanding Leadership**:** This is classic model of "military" style leadership – probably the most often used, but the least often effective. Because it rarely involves praise and frequently employs criticism, it undercuts morale and job satisfaction (p. 1).

Toll (2012) analyzes six key steps in her theory of learning leadership. Traditionally, principals have been expected to be the instructional leader of his or her building, responsible for the "planning, and evaluation of instruction (p. 50). Toll argues that principals must now be learning leaders that focus "on what is learned and how it is learned (p. 50). Using the context of school climate, expectations in teacher learning can easily influence the school culture of a building. This impact can have both a positive and negative influence in the school setting. The belief that "all teachers are learning, leads the principal to behave in a supportive rather than corrective manner, and it also compels the principal to pay closer attention in order to observe the learning that is taking place (p.50).

Price (2012) determined that the principals' relationship with their teachers affects satisfaction, cohesion, and commitment levels for both the principal and teacher. "Among principals, these positive work relationships improve job satisfaction, cohesion perceptions, and commitment levels" (p. 40). These relationships ultimately affect the school environment. The relationships of principals, as the school leader, strongly and directly affect teachers' attitudes, which is one variable that can determine the school climate of a building.

Rafferty's (2003) study described "the relationship between school climate and communication. More specifically it describes teachers' willingness to upwardly

communicate about school-related issues and concerns in relation to school climate (p. 50). Rafferty's findings suggest that there was a more upwardly open communication of relevant information from the teacher to the principal in schools with an open school climate. Teachers that worked in schools that were categorized as having a positive school climate were more likely to positively or upwardly communicate important information to the principal.

Smith and Eisterhold (2010) present ten ways to help improve teacher retention in the schools. The author presented the ten recommendations from a theoretical and best practices approach. The author recommended the following steps to prevent teacher turnover: a) reserve challenging students for your most veteran teachers, b) support staff with resources for their classrooms, c) emphasize teamwork, d) schedule meetings that are relevant and meaningful, e) promote social activities for the teaching staff, f) stress professional development, g) administration should provide both formal and informal feedback frequently, h) promote positive family relationships, i) limit meaningless paperwork, and j) be appreciative of what the teacher does inside the classroom (Smith & Eisterhold, 2010).

A recent analysis by Schwahan and Spady (2002) present a best strategies approach to organizational change in schools. The authors theorize that only when the organizational structure and staff are aligned with the school vision can productive and exciting change happen for children. The authors drive home their point with two key definitions that they believe are the main reasons true organizational change occurs. Productive change is defined as change that makes a positive difference in student learning and in how schools operate. Strategic alignment occurs when the structure,

policies, procedures, and practices of the organization totally support the organization's vision. The authors have conducted various professional development training with various school districts and offer five tips to producing true positive organizational change: a) stakeholders need to believe there is a true reason to change, b) stakeholders need ownership into any organizational change, c) leaders need to model the change for all stakeholders, d) people need to see the vision and proposed end product of the change, and e) leadership needs to support all stakeholders in the process of change (Schwahan & Spady 2002).

Weber (2008) suggests a best practices approach for school leaders to establish and maintain a positive school climate. Leadership experts describe successful organizations as those that are guided by a leader who exhibits appropriate behavior and vision for the organization and its employees. The author uses this narrative to discuss how establishing a positive school climate by leadership can dramatically influence school personnel, students and parents. Weber maintains that fighting negative attitudes through self-reflection has been a key to his success throughout his career (Weber, 2008).

Whitaker's (1997) narrative focuses on the effect the principal has on the development of the building and the instructional goals of the building. The author uses previous research in her narrative to discuss the effect the principal has on students and staff. Through previous research, the author suggests three qualities that an effective instructional leader should have: a) Instructional leaders should be people orientated, b) Effective instructional leaders function within the network of other principals, and c) Effective instructional leaders have mentors to guide them. The author references research that identifies ways instructional leaders can promote higher levels of student

achievement: a) Being a resource provider, b) Modeling beliefs, c) Being a visible presence and d) Providing interaction and feedback to staff. These practices are supported by research from Foriska (1994) that instructional leaders are “critical to the development and maintenance of an effective school” (Whitaker, 1997).

The Impact of Curriculum and Instruction on School Reform

Benjamin Bloom, a psychologist in the education department at the University of Chicago, published the taxonomy of objectives in various 'domains', including the cognitive, affective, and psycho motor. Bloom reduced learning to its core and systematically criticized age-graded instruction and current traditional methodologies of teaching. There was an obvious public discontent with the state of the public school system and Bloom sought to change the dynamics of student learning and teaching (Bloom, 1981).

Progressivism attempted to do just that – meet the needs of a diverse and ever-changing student population. Throughout the decades, various new and innovative methodologies have been developed to meet the needs of our diverse students. Instructional strategies such as Robert Marzano’s Nine Essential Instructional Strategies provide an example of how educators have been driven towards innovation and away from a traditional teaching pedagogy (Reese, 2005). Such pedagogies have been instituted in an effort to produce change in the form of positive student achievement through an influence on school culture. In essence, curriculum and the methodologies used to teach students underwent a radical change both in theory and in practice.

Burris and Welner (2005) suggest that students on either side of the achievement gap can achieve through a relevant and rigorous curriculum. The context of the article is a

narrative of the first-hand experiences and best practice strategies that closed the achievement gap between white students and minority students through an implementation of high-track curriculum in a New York City Public School. The school district systematically eliminated all low-track courses; ultimately aligning all courses with the end of the course Regents exams. This high school was able to transition students into this curriculum through instructional support classes and carefully monitoring the progress of struggling students. The district's implementation of heterogeneous groups across all curriculums was a key step to closing the achievement gap within the school district. Various groups of students were monitored, all showing similar results. The implementation of detracking across student populations was a key to increasing student achievement measured through the passage rates of the New York State Regents Exams (Burris & Welner, 2005).

Hoerr's (1996) work suggests that instructional leadership is not the sole responsibility of the building principal. He suggests that teachers need a shared leadership responsibility for instructional development and change. With the ever-increasing demands of the principal position, a building leader needs to empower the teaching staff to take on the new role of being a teacher leader. The author suggests five strategies for building leaders: a) Allow for sufficient time, b) Invite staff to participate; do not command them to do so, c) Share power and allow staff to make decisions, d). Principals need to be a member of the team and e) Focus on what is important to the teachers (Hoerr, 1996).

Leone's (1999) article argues that the current model of alternative schools is punitive and often referred to as a last chance model for students that have been removed

from the traditional school setting because of behavioral difficulties in the traditional school setting. The author states that alternative education needs to become a meaningful alternative to traditional, contemporary public schooling. The author uses research from Schorr (1997) to summarize the elements of a successful alternative education program. A successful alternative education program should have the following: a) Clear focus on academic learning, b) Ambitious professional development, c) Strong level of autonomy and professional decision making and d) Sense of community. The authors suggest that these characteristics serve as a foundation for successful alternative education programs. In the end, all students should have the option of enrolling into these programs and these programs should not be limited to students that experience extreme difficulties in the traditional public school setting (Leone, 1999).

Variables that Predict Academic Achievement

Academic achievement can most directly be related to student grades, student grade point average, student entrance exam scores (ACT, SAT) or other standardized state testing measures. The federal No Child Left Behind (NCLB) Act of 2001 had left states the unenviable task of measuring student achievement through the lens of standardized testing. Though legislation has brought about change within the federal landscape of testing, states are still left with high-stakes testing as a means of measuring student achievement.

The implementation of No Child Left Behind (NCLB) has drawn major attention to the achievement gap between the performances of students from different racial, ethnic or socioeconomic backgrounds. With the advent of the Race to the Top initiative under the Obama administration, continued efforts have been made towards closing the ever

widening achievement gap between African-American and Caucasian students. School administrators, teachers, and researchers have been looking to identify best practices in an effort to close the achievement gap. For the purposes of this analysis, the achievement gap is defined as measuring the performance of White and minority students on tests such as the National Assessment of Educational Progress, end-of-grade, or end-of-course examinations (McLauchlin, 2007, p.2).

Student role performance includes the behaviors centered on how students perform in their positions as students and how well students meet the expectations and obligations based on their ascribed and achieved roles (Wright, 2006). Students perform many roles in their positions including race, sex, disabilities, homework completion, and extracurricular activities. The role of race can be detrimental to the academic achievement of minorities (Fordham & Ogbu, 1986). Traditionally this has been a characteristic that African-American students have not excelled in. However, Black students believe they have a cultural responsibility to uphold, which influences their ability to achieve academically because academic achievement may be viewed as a "White" goal; Black students may behave in a way so as not to be labeled as "acting White" (Fordham & Ogbu, 1986). Black males, specifically, either have an inability or lack of motivation for performing their roles as students within traditionally "White" school settings (McLauchlin, 2007.)

Clotfelter, Ladd, and Vidor (2007) analyzed the relationship between teacher credentials and student achievement in math and reading. Data were collected from the records of approximately 1.8 million students (grades 3-5) in the North Carolina Education Research Data Center. The data collected represented student information,

specifically standardized test scores in reading and mathematics, and teacher data from the 1994/1995 school year to the 2003/2004 school year. The research employed a multiple regression analysis in which student performance on standardized tests in reading and mathematics was linked to specific teacher credentials. Results from this analysis concluded that teacher credentials and education were positively correlated with student achievement. The results demonstrated that there was a great correlation for mathematics than for reading.

Research by Harris and Sass (2010) studied the effects of education and on the job training and its specific correlation to student achievement. Data was collected from all public schools in Florida, specific to students in grades 3-10 in the content areas of math and reading. Through this database, the authors were able to match specific students to their classroom teacher at all grade levels for the school years 1999-2000 through 2004-2005. Additionally, the student data was also able to provide information specific to the amount of time each student spent in each teacher's classroom. A multiple regression analysis model was performed for each predictor variable specific to the student data. Results indicate that teacher output improves with experience for both elementary and middle school teachers. The data suggests high school teachers were not affected by this model in relation to productivity. Additionally, it appears that formal professional development did not have an effect on teacher productivity.

Funkhouser (2009) looked to analyze the effects of classroom size reduction and how this specifically influenced student achievement in the form of test performance at the second-grade level. Data was collected from the State of California's Department of Education database between the school years 1997-1998 through 2003-2004. Funkhouser

was able to access classroom size by grade-level and teacher through the Profession Assignment Information Form (PAIF). Information from this file includes class enrollment numbers and specific teacher assignments. Results indicate that the effects of classroom size are small, especially when other predictor variables of student achievement are considered in this model. The effect of classroom size reduction is small for reading and math, with no effect in language or spelling.

Tsui (2005) explored the relationship of math achievement in Chinese and American eighth graders in relation to family income, home environment and parenting style. The author used standardized tests and surveys for eighth graders from both countries. Eighth grade data from China was restricted to 1,021 students (both honors and regular students). Chinese achievement data was reported through a 100-minute second semester final examination, and the scores of a 30-minute mathematics test created by the NELS. American achievement data was reported by surveying 8,747 students from the NELS base-year survey of eighth graders conducted in 1988. Both American and Chinese students were of similar economic and family situations. Results showed that math achievement for eighth grade students was generally higher than their counterparts in the United States. General factors that contribute to these results are parental expectation, parental influence and student work ethic.

Humlum (2011) studied family income on student achievement and student well-being. Since family income is a fluctuating amount over time, the author intended to analyze the results specific to a set time in a student's development. The data set was analyzed reading literacy scores through a multiple regression model from the Programme for International Student Achievement (PISA) 2000 survey that sampled

Danish students born in 1984. Results indicated that family income specific to the general timing of the income does not impact student achievement significantly.

Roby (2004) looked at analyzing the impact of school-wide attendance on student achievement in Ohio. Using data from the Ohio Proficiency Tests, the author analyzed the correlation between student achievement and the predictor variable of attendance. The researcher used the Pearson r correlation statistic as a measure of the impact of the predictor variable on the dependent variable of student passage rates at the fourth, sixth, ninth and twelfth grade-levels. The total sample of schools from this study was 3,171. The general results indicated that attendance accounted for 29%-32% of the variance in grades 4, 6, and 12. The ninth grade analysis indicated a high correlation between attendance and achievement, with a common variance at 60%. Additional analysis indicated that there was a statistical significant difference between the top ten percent and bottom ten percent of students in relation to student achievement and attendance.

Gottfried (2009) examined the specific correlation of excused versus unexcused absences on student achievement, using data from second through fourth grade students in the Philadelphia School District from 1994 to 2000. The data set consisted of 97,007 student observations within 201 elementary grades in the content area of math and reading. Results were specific in that there was statistical evidence to indicate that there was a high correlation in student achievement and the type of absence reported to the school. Students with a higher rate of excused absences positively correlated to higher reading and math scores. Statistical data suggests students with a higher rate of unexcused absences positively correlates to having these students being at academic risk at the elementary level in math and reading.

Figlio and Kenny (2007) analyzed teacher incentive pay and its correlation on student achievement. Data was collected from the National Educational Longitudinal Survey on schools in addition to the authors own survey on teacher incentive pay in 2000. From the research, data indicated that there is a positive relationship between teacher merit pay systems and student achievement; test scores where merit pay systems are in place are higher.

Sander (1993) looked at the impact of teacher salaries on student achievement in Illinois. For the purposes of the examination, ACT scores were used as the measure of student achievement in high school students. Data was reported from 154 high schools. Results indicate that an increase in a teacher's salary has a positive correlation to ACT scores; an increase in salary generally results in an increase in ACT scores and the percentage of students attending college after graduation.

Impacting the achievement gap through culturally relevant curriculum instruction. Culturally relevant instruction has been in the forefront of the discussion regarding student achievement for the past 25 years in the United States. In Ohio, and throughout the country states are required to assess students in various content areas in the form of "high stakes" testing. Tests like the Ohio Achievement Test are given in grades three through eight to assess student understanding and application methodologies they have learned in reading, math, and science. What is often overlooked are the steps that the teaching staff and administration go through to bridge the obvious cultural gap between our students, families, and school staff.

McLauchlin (2007) states "the one culture curriculum fits all in public education is deficient in meeting the needs of a racially and culturally diverse student population

within this country; such a curriculum is anachronistic" (McLauchlin, 2007, p.4). Many African-American and minority students are affected by strategies that appear to them to be racist and insulting when overlooking their rich cultural heritage and cultural language. These students react in ways which may negatively impact their learning processes and contribute to the academic achievement gap (p. 4).

Within the context of being an urban school administrator, there are students of various socioeconomic status and diversity. Educators often encounter a wide range of family attitudes towards the importance of education. Those attitudes often have a direct correlation to the students' cultural background. In the context of school staff, there seems to be a cultural mismatch with school staff expectations verses the various family structures that exist within the school. There is an obvious disconnect from the student level to the staff.

Educating staff that teach children of color. A majority of the staff that teaches within urban school building can be classified as coming from a white, middle class background. Students coming from a diverse background seem to have difficulty identifying with teachers in my building. Staffs need to be encouraged to build relationships that will bridge the cultural gap between them and our students. It is truly apparent that the cultural lens of both students and staff has created a barrier that has determined student achievement outcomes. Teachers need to consider the rich, cultural heritage of African-American students when educating and evaluating learning.

Improving the student learning environment. The classroom environment is a strong predictor of student achievement. "The literature suggests that a teacher's low expectation of minority students have a direct correlation to the achievement of a child,

especially those in urban schools" (McLauchlin, 2007, p. 11). Schools must create a school environment that will allow both Caucasian and African-American students to learn in an environment free of distractions (McLauchlin, 2007).

Identifying the dynamic of language. "Students who face communication problems with his or her teacher will be penalized academically as his or her academic evaluation is not based on his or her culture but the culture of the school" (McLauchlin, 2007, p. 6). There is a distinct dialect that many of our children speak that is directly impacted by teacher perceptions in school. The Black English Vernacular (BEV), or Ebonics, has drastically shaped teacher-student interactions over the years. There is an obvious disconnect between student speech patterns in that students are routinely not prepared to write and speak in the manner associated with Standard English. This vernacular, which is not strictly assigned to African American students, has become the major obstacle teachers face in the preparation for state testing and life beyond the classroom walls.

Perry and Delpit (1998) looked at how student dialect and family culture truly shaped the learning process and achievement of a particular group of students. Perry and Delpit (1998) determined that teachers of BEV students believe that their students' life chances will be further hampered if they do not learn Standard English. Educators should utilize current methodologies to encourage our children to develop a means of code-switching, that will allow them to function both academically and within the home environment without the fear of losing their cultural self-identity. Students are often left to make a choice between their culture and the "unknown" culture of school. Our students should not have to make that choice (Perry and Delpit, 1998).

Identifying the cultural gap in schools. Student populations are ever changing in school districts. Teachers and administrators need to be aware of the dynamics that surround a changing diverse student population. Michael's (1981) clearly demonstrates how the lack of cultural awareness can lead to an unintentional misinterpretation of a student's progress in a classroom. Michael's states, "the problem appeared to relate more generally to differences in ethnic and communicative background, leading to unintentional mismatches in conversational style. Such mismatches, over time, resulted in a differential amount of practice doing literate-style accounting for black children and white children in this class" (Michaels, 1981).

Culture, diversity and language can directly influence perceptions inside and outside of the classroom. How often do you hear that a student spoke in a disrespectful tone or manner to a particular teacher? School-age children, who lack the proper experiences in etiquette, struggle with the ability to identify the appropriate register of language in a particular context. This lack of ability to code-switch in a specific situation often is misinterpreted as a lack of caring, intelligence or respect towards a particular situation or person. In this context, students that use a casual or intimate register of language inside the classroom are seen "differently" by teaching staff. In turn, staff expectations of academic achievement can be dramatically different for a student that uses the appropriate formal or consultative language in the classroom.

The obvious cultural gap can lead to some teachers to over-correct students that appear to be lacking specific grade-level skills. This problem of over-correction can lead to some dramatic relationship issues between staff and students. Correction may also affect students' attitudes towards their teachers. In a recent research project, middle

school, inner-city students were interviewed about their attitudes towards their teachers and school (Perry & Delpit, 1998). The student responded by saying that, “Mrs.------ always be interrupting to make you 'talk correct' and stuff” (Perry & Delpit, 1998). Students have become sensitive to direct interventions from teachers and see no utility value in teacher correction or intervention in the classroom. Research has found that student achievement can be directly linked to teachers that model appropriate learning outcomes, motivate students and develop positive relationships with their students.

Addressing the motivational issue in our schools. Within a school, students have been separated into a wide variety of roles within the classroom. It is easy to educate a group of students that are engaged in the learning process and have the initiative to meet the expectations of both the classroom teacher and themselves. Where schools fall short in the process of educating students is the point at which students begin to complain and become unmotivated inside the classroom.

The current state of schools in the United States (through the enactment of the No Child Left Behind legislation) has led to a system that has become overburdened with testing standards and accountability through standardized testing. It becomes problematic for the fact that teachers have lost the ability to be creative inside the classroom. This has directly impacted how teachers measure student achievement. Student achievement has become how a particular student performs on many of these standardized tests. As a result, this test-centered instructional philosophy has created a student (and possibly the teacher) that lacks motivation in many areas within a school.

Students can lack motivation for many reasons. One particular point of view specifically looks at a student’s self-worth. The self-worth theory is the interplay of self-

concept (what you think about yourself), self-esteem (how you feel about yourself) and self-efficacy (how confident you are). Essentially, how I see myself is the most critical factor in determining my academic motivation. The characteristics of one's self-image can dramatically play into the motivation of a student. Students that have a high self-image in the form of self-concept, self-efficacy and self-esteem will appear as a highly motivated student within the classroom.

Teel, Debruin-Parecki, & Covington (1998) suggests that student motivation is in the context of goal orientation. Teel et al. describes the goal theory as the way in which a person (student) defines their approach to the task determines the motivation level of that person. Looking directly at student motivation, there appears to be three avenues students can approach when completing a task within the classroom: a) performance goal orientation – I am doing this for an extrinsic/external reward, b) Mastery goal orientation – I am doing this for an internal reward; it is important and I like it and, c) Work avoidant goal orientation – I want to complete the task and do whatever it takes to get it done. Teachers that have the ability to clearly identify where a student falls into these categories may significantly help in identifying ways to motivate that particular student.

Historically, motivation is particularly difficult within urban schools. Teel et al. (1998) has identified specific problems in relation to urban schools. Differential expectations of urban students, lack of competition in the classroom, limited performance opportunities, limited responsibility and choice are among the variables that have plagued inner-city schools. One particular area that affects African-American students is learning from a curriculum that is grounded in Eurocentric ideologies. African-American students fail to relate to what they are learning. The curriculum inner-city students are learning is

not culturally responsive to the needs of African-American students. This dramatically determines student motivation in the classroom for these youth.

Providing students critical feedback can improve motivation. The self-determination theory defines autonomy, competence and interest in determining a student's academic motivation. Students become motivated to do the things they want to do.

Provide autonomy and rich feedback to our students. Reeve et al. (2004) described an environment where teachers were given training in order to incorporate more student autonomy within content lessons. Students who were given more autonomy in their learning were more engaged in the lessons. Teachers that use a wide variety of motivating styles range from highly controlling (extrinsic) rewards to highly autonomy supportive rewards. Lower performing schools, with a higher African-American population, have used more extrinsic rewards to motivate their students. Students within these schools focus more on the reward than the goal of the academics. By this means alone, students are not motivated to learn by themselves. Teachers that encourage autonomy for their students have been harder to establish, but it encourages a mastery approach to learning in the classroom. High stakes testing makes it more difficult to support autonomy in the classroom. This curricular based approach has become a way to drift towards getting it done and supporting an autonomous classroom. This text leads to the question of does a teacher's exposure to autonomy supportive materials encourage them to integrate these components into their teaching? If this is the case, how can teachers effectively use professional development opportunities to promote autonomous teaching strategies?

Minority students are aware that people may doubt their ability and belonging. The schema of a student's color leads to trust or distrust of others. Cohen, Steele and Ross (1999) suggests that the problem with feedback is that it may be taken as an affront to African-American students who view it as too critical or an attack. Tests were done and groups of students received: unbuffered criticism, criticism plus a positive buffer, or criticism plus high standards plus assurance. The results demonstrated African-American students were more motivated and responded positively to receiving the latter form of feedback: criticism plus high standards plus assurance. It is essential for teachers to establish a relationship with their students. It is easier for someone close to give critical feedback when a meaningful relationship has been formed. Teachers are faced with the dilemma of how to provide critical feedback to their students in both a meaningful and respectful manner. A student's relationship with a teacher that is giving feedback triggers an automatic filter inside the classroom. A stereotype threat may exist for students of color. Any criticism is taken as an affront.

Cohen et al. (1999) has also suggested that providing wise feedback discourages external attributions while communicating high expectations for students. This gives criticism with support that a student can achieve a task. Cohen et al. (1999) second study added personal assurance as a dimension of wise critical feedback. Black students benefited from wise feedback with respect to their feelings about the person providing the feedback, their motivation level for completing the revisions and their identification with the task. In this case, wise feedback helped to circumvent stereotype threat.

It is important to note that there are ways to combat these issues within the classroom. Current practices in today's classroom often resemble the classroom that was

used during the 1950's or 1960's. Classroom teaching methodologies can be directly linked to student motivation.

As a way to improve and close the student achievement gap in a competitive global economy, the following alternative teaching strategies have been suggested to narrow the achievement gap:

- Effort Based Grading: students have traditionally been assessed by a grading system that focuses on summative assessments. Everything a student does is taken for a grade. Using formative assessments to grasp student understanding promotes a system that allows for mistakes and learning taking place. Students begin to see that learning a concept is more important than the grade that is received.
- Identify parental educational opportunities for future learning and student growth opportunities (McLauchlin, 2007).
- Improving the student learning environment (McLauchlin, 2007).
- Multiple Performance Opportunities: students are assessed through various means such as tests, project-based grades, summative and formative assessments, etc. Multiple opportunities for growth and performance allow students to utilize the various strengths that each student may possess. Ultimately no one student learns and grows in one specific way.
- Increased Student Responsibility and Choice: students that have responsibility and choice in their learning feel empowered to become better students in the classroom. This empowerment gives students the feeling that they have a choice in what and how they learn.

- Culturally Responsive Teaching: current teaching curriculum is dominated by a Eurocentric point of view. Students of color or ethnic diversity feel a sense of disconnect from the majority. Students of "color" are not learning about individuals that are the same as them. Making the curriculum more representative of the diverse make-up of students in the classroom will ultimately increase student motivation.

Limitations in the Literature Review

School climate impacts multiple areas of the school environment. School climate has been defined as the social atmosphere of a setting or learning environment in which students have different experiences. These experiences depend upon the protocols set up by the teachers and administrators (Marshall, 2001).

The difficulty in measuring school climate is that a researcher needs to be specific to which predictor is being used to measure school climate. School climate is an educational term that is commonly used in practice but lacks one accepted definition. Each piece of literature asks a different question about school climate. Therefore, to get a true picture of how school climate is defined becomes a complicated process. It is obvious from the context of this literature analysis that school climate is impacted and measured from various sources. Most case studies involving positive behavior support programming involves school in the elementary or middle school settings. It is evident from this literature review that an additional investigation into student behavior supports and teacher perceptions in both an urban and non-urban setting is needed to quantify the connection between these perceived positive behavior supports and teachers' perception of school climate and student academic achievement. A clear comparison is needed

between these two distinct settings. Key questions remain as to which variable has a stronger influence on school climate in the school setting. Absent from the literature is a clear comparison of teacher climate perceptions and perceived academic achievement within an urban and non-urban school setting. Additionally, this study will use participants from multiple grade-level settings in order to get a clear comparison between staff from elementary schools, middle schools and high school.

CHAPTER III

METHODOLOGY

Introduction

School climate can focus on student discipline, teacher morale or any number of other factors that can effect the school environment. “School climate could mean the social system of shared norms and expectations, the set of norms and expectations that others have for students, the teachers’ morale, level of teachers’ empowerment, students’ perceptions of the personality of the school, the environment for students indicated by things such as the amount of negative student behavior in the school, or the physical and emotional health of the organization” (Johnson & Stevens, p. 111, 2006). Key questions remain as to the impact that positive behavior support programming (PBS) has on schools, specifically looking at the impact these supports have in distinct school settings (urban or non-urban school setting).

The purpose of this study is to assess the impact of positive behavior support programming on school climate, specifically in relation to teacher perceptions and feelings towards positive behavior support programming; to identify the awareness of specific positive behavior supports used within a school setting; to determine the impact of these supports on school climate by measuring teacher attitude and perception about

student achievement; and ultimately, to determine is there a statistical significance in staff perception of school climate relative to the school setting of an urban and non-urban school.

This chapter discusses the research methodology that drove the research study. It states the research questions, instruments used to collect the data and how the data was analyzed. There were three primary research questions that guided the research study. A pilot study was conducted in the spring of 2013 to determine the relative validity and reliability of the research instrument. The following procedures were used in this study: (a) research questions, b) sample, c) instrumentation, d) data collection and e) data analysis summary.

Key dependent variables in this study are school climate perception, the impact of positive behavior support programming on perceived student achievement by teachers and teacher awareness of positive behavior support programming. The independent variable in the study is urbanicity (urban or non-urban setting).

Research Questions

This research will look to answer the following questions:

1. Is there a greater awareness between non-urban and urban teachers with respect to positive behavior intervention and support programming within a school building?
2. Is there a statistically significant relationship between urbanicity and the impact of collegiality on perceived student achievement by teachers among urban and non-urban teachers?

3. How does urbanicity effect teacher perceptions and attitudes of school climate?

Based on the literature, the assumptions from the research are as follows:

- There will be a greater degree of awareness among non-urban teachers (compared to urban teachers) with respect to positive behavior intervention and support programming within a school building.
- There will be a statistically significant relationship between urbanicity and the impact of collegeality on perceived student achievement by teachers.
- Teacher attitudes will positively effect perceptions and attitudes regarding school climate.
- Non-urban teachers will have a greater outlook (positive attitude) about their school building.
- Urban teachers will have a negative outlook (negative attitude) about their school building.

Sample

The subjects were chosen to participate in this study using two criteria. Subjects were identified as working in a school setting. Subjects were recruited to participate in this study by being employed in the target school district. Participants were asked specific demographic information that solicits the following information: role at the school, gender, total years of experience, grade level, ethnicity, and educational background. A majority of the respondents are certified teachers ranging from new teachers to veteran teachers; however, input from other personnel such as administrators, school psychologists, social workers or classified staff was used in the study. The second criteria

needed to participate in this study are working in school setting classified as urban or non-urban. This selectively encompassed all schools for the purpose of the research; however, urbanicity is the key independent variable impacting the dependent variables of school climate perception, the impact of positive behavior support programming on perceived student achievement by teachers and teacher awareness of positive behavior support programming. For this reason, educators were asked to self-identify their school environment.

The groups of educators work in a wide-variety of school districts within Northeastern Ohio. The researcher's target population will include four Ohio public school districts; distributing the survey to approximately 600 educators. The school districts will have the following typologies as defined by the Ohio Department of Education: Typology 3 (small town); Typology 5 (suburban); Typology 7 (urban). One school district that participated in the study has the classification of typology 3; one school district has the classification of typology 5; and the two remaining school districts have the classification of typology 7. The participation goal was to have a sample size of at least 300 participants due to the number of items on the survey. Subjects were given the survey at their home-school building; using a face-to-face distribution system. Participants returned the survey by mailing the survey back to the researcher using the United States Postal Service.

Instrumentation

The survey instrument was developed after a review of the literature. The literature is replete with various instruments that measure school climate in various forms and contexts. Two survey instruments were combined and used in this study; they were

the California School Climate Survey and the School-Level Environment Questionnaire (SLEQ). The survey questions were modified, specifically to address specific aspects of school climate perception, student achievement perception and awareness of specific positive behavior support programming used within the school environment. In addition, a list of specific positive behavior supports was listed within the pilot study instrument to help the participant identify specific example of Positive Behavior Support programming. Survey questions were used from both surveys because neither survey addressed the research area as a whole. For this reason, questions from each survey were needed to make a complete analysis of the research questions used in this study.

The instrument used for the collection of the data was developed and modified before it was actually finalized. The pilot study survey instrument was a 53 item, 4-point Likert scale list of statements geared to measure the area of focus (Appendix A). The final instrument was reduced to a 51 item, 4-point Likert scale survey (see Appendix B) which had a response selection ranging from 1 to 4, with 1 denoting strongly disagree and 4 denoting strongly agree; a response of neutral was not available to the respondents.

Construct validity. Construct validity defines how well a test or experiment measures up to what it intends to measure. In order to determine the validity and reliability of the survey instrument, the researcher conducted a pilot study in the spring of 2013. Two schools were selected for participation in the pilot study; both schools were located in Northeastern Ohio; one of which was categorized as an urban school and the other was classified as a non-urban school. Institutional Review Board approval was received on March 13, 2013. Surveys were distributed to participants one week later and returned to the researcher within 5 business days of distribution. A total of forty-eight

educators participated in the pilot study. The purpose of the pilot study was to test the construct validity of the research items to assure the items were valid. Secondly, the purpose was also to determine the reliability of the factors from the factor analysis. From the factor analysis, four factors were constructed: Educator Perception of School Climate, Educator Awareness of Supports that Impact Student Achievement, Educator Awareness of Positive Behavior Supports and Educator Perception of Student Behavior and Management Levels (see Table 1).

- Educator Perception Of School Climate
  - There is a student discipline problem at this school.
  - Students believe that the teachers make the building a better place.
- Educator Awareness Of Positive Behavior Supports That Impact Student Achievement
  - There are supports in place are generally positive for students.
  - Teachers have input into policies that promote positive student behavior.
- Educator Awareness Of Positive Behavior Supports
  - Our school provides adequate counseling and support services.
  - The school has programs in place to address the diverse ethnic and racial groups of the school.
- Educator Perception Of Student Behavior And Management Levels
  - It would be difficult to change anything in this school.
  - There would be a great deal of resistance to proposals for change in student management procedures.

Table 1

Factor Loadings with Varimax Rotation of Positive Behavior Supports Climate Survey

Survey Item	Factor 1	Factor 2	Factor 3	Factor 4
Q 30	.835			
Q 24	.731	.460		
Q 34	.718	.468		
Q 44	.713		.409	
Q 33	.700	.435		
Q 50	.697			
Q 42	.697			
Q 45	.691	.422		
Q 29	.671			
Q 35	.651	.340		
Q 23	.642	.444		
Q 26	.619			
Q 48	.611			.300
Q 21	.597	.458	.323	
Q 41	.557			
Q 46	.544	.426	.365	
Q 53	.543	.354		
Q 43	.528		.472	.352
Q 20	.489	.329		
Q 51	.472		.462	
Q 39	.418			
Q 47	-	-	-	-
Q 19	-	-	-	-
Q 10		.823		
Q 4		.807		
Q 13		.730		
Q 7		.721		
Q 8		.708		
Q 12		.707		
Q 9		.653		
Q 36		.644		
Q 15		.604		

Table I *Factor Analysis with Varimax Rotation (continued)*

Survey Item	Factor 1	Factor 2	Factor 3	Factor 4
Q 38	.339	.502		
Q 18		.498	.312	.370
Q 3		.446	.362	
Q 1	.412	.414		
Q 40			.815	
Q 31	.385		.747	
Q 27			.730	
Q 37			.645	
Q 32	.365		.588	
Q 14			.536	
Q 52			.498	
Q 2			.410	.351
Q 22r				.756
Q 49r				.637
Q 28r		.313		.620
Q 11r				.582
Q 16r		.486		.566
Q 6r			.370	.522
Q 25r	.445	.370		.517
Q 5r				.373
Q 17r				.303

Note: Higher factor loadings appear and are indicative of a higher correlation to the identified factor; (−) indicates that the item to not load into any one component

Based on the pilot survey, the items reviewed were reliable and measured what they intended to measure (see Table 2). Table 1 illustrates how each survey question loaded and separated into four specific and separate constructs. Several survey questions required recoding in the SPSS data entry process.

Construct reliability. The construct reliability is the degree of consistency between two measures of the same thing. Forty-eight educators participated in the pilot study; representing two schools from Northeastern Ohio. Items from the survey were grouped together by using a factor analysis and the Cronbach Alpha was used to measure

reliability. The Cronbach Alpha reliability indices for the four constructs are presented in Table I. The researcher stored the data for the pilot study using SPSS output of Cronbach's Alpha in order to conduct the statistical analysis.

Cronbach Alpha is the measure of the internal consistency of a group of items or how strongly a group of items correlate (Cronbach, 1951). According to Fraenkel and Wallen (2003), they suggest that a .70 and above is an acceptable reliability coefficient to use when examining the correlational strength of a group of items. In most cases, .70 is considered reliable and anything below .70 is unacceptable.

Data Collection

Subjects were selected from four school districts in Northeastern, Ohio. Upon completion and approval of the prospectus hearing, the mandatory research forms were submitted to the Cleveland State University Internal Review Board (IRB). The Superintendents of each of the four public school districts had given permission to conduct the formal study prior to the prospectus hearing. Surveys were distributed during January and February of the 2013-2014 school year. Once approval was granted from IRB (see Appendix C), every certified staff member was surveyed in order to reach the targeted return rate of 300 participant surveys.

Subjects were informed via a face-to-face distribution method. Each staff member was distributed the survey instrument in which a cover letter was included describing the research, contact information and information regarding the ability to withdraw from the study at any time. In addition, the informed consent cover page included an anonymity and confidentiality clause. Surveys were distributed to each certified staff member in each of the four school districts. The time allotted for completion of the survey was two

weeks. Building principals were sent a reminder email after one-week of receiving the initial survey participation request.

Table 2

Identified Dimensions from the Teacher-Level School Climate Survey and their Cronbach Alpha Reliability Coefficients

Dimensions	# of Items	Reliability Alpha
Overall	53	.952
C1: Perception of School Climate	21	.947
C2: Collegiality and Impact on Achievement	13	.915
C3: Awareness of PBS's	8	.835
C4: Student Behavior and Management Levels	9	.795

Table 2 summarizes the overall dimensions from the pilot study survey instrument. The overall alpha reliability of the instrument was .952, with the alpha reliabilities of the four dimensions ranging from .795 to .947.

Findings from the Pilot Study

The researcher found that the 4 constructs were acceptable with a Cronbach's Alpha reliability score of .70 or above (see Table 2). Item #19 *(Teacher attitudes impact the climate of the building)* and #47 *(Facilities are inadequate for catering for a wide variety of classroom activities and learning groups of different sizes)* did not load into any one construct during the factor analysis, therefore they will not be considered in the final survey instrument.

The 4 constructs were proven to have acceptable Cronbach Alpha reliability coefficients of .70 and above. The overall Cronbach Alpha of the pilot instrument was .952. Perception of School Climate included 21 items and had a Cronbach Alpha of .947. Awareness and Impact on Achievement included 13 items and had a Cronbach Alpha of .915. Awareness of Positive Behavior Support's included 8 items and had a Cronbach Alpha of .835. Student Behavior and Management Levels included 9 items and had a Cronbach Alpha of .795 as noted in Table 2. This factor was not analyzed in this study due to the lack of tangible discipline data needed for a concrete comparison.

Final Study Instrumentation

The final instrument is a 53 item, 4-point Likert scale survey (see Appendix B) which had a response selection ranging from 1 to 4, with 1 denoting strongly disagree and 4 denoting strongly agree; a response of neutral was not available to the respondents. Item #19 and #47 did not load into any one construct during the factor analysis; therefore they were not included in the final reliability factor. Participants were asked to answer specific demographic information that included the following: role at the school, setting (urban or non-urban), gender, total years of experience, grade-level, ethnicity, and education of the educator. The pilot study had a total of four constructs. For the purposes of the final research study, three constructs will become the basis of this research study. Construct 4, Student Behavior and Management Levels, will not be included on the final statistical analysis. The three remaining constructs of Perception of School Climate, Awareness and Impact on Achievement, and Awareness of Positive Behavior Support's will be used as control variables in this study. Each of the three constructs was treated as dependent variables with urbanicity (setting) being the primary independent variable.

Table 3

Identified Dimensions from the Teacher-Level School Climate Survey and their Cronbach Alpha Reliability Coefficients – Final Research Study

Dimensions	# of Items	Reliability Alpha
F1: Perception of School Climate	18	.938
F2: Collegiality and Impact on Achievement	9	.808
F3: Awareness of PBS's	7	.817

Table 3 summarizes the overall alpha reliabilities of dimensions from the final research study survey instrument. The alpha reliabilities of the three dimensions ranged from .817 to .938. Cronbach Alpha is the measure of the internal consistency of a group of items or how strongly a group of items correlate (Cronbach, 1951). According to Fraenkel and Wallen (2003), they suggest that a .70 and above is an acceptable reliability coefficient to use when examining the correlational strength of a group of items. In most cases, .70 is considered reliable and anything below .70 is unacceptable.

Data Analysis

Data was analyzed using descriptive statistics to determine the specific demographic information that includes the following: role at the school, setting (urban or non-urban), gender, total years of experience, grade-level, ethnicity, and education of the educator. Frequencies and percentages were used to show the distribution of respondents by demographic characteristics. The 0.05 Alpha level will be used as the minimum criteria for statistical significance. An Analysis of Variance (ANOVA) was run to determine the level of significance for each research question while controlling for setting

(urban or non-urban). The independent variables used in this analysis are: Factor 1 - Perception of School Climate; Factor 2 – Perception of Collegiality to Support Learning and Academic Achievement; Factor 3 – Awareness of Positive Behavior Support's. The dependent variable used in this analysis is: setting (urban and non-urban).

CHAPTER IV

RESEARCH FINDINGS

Results

This study examined the impact of positive behavior support programming on school climate, specifically in relation to teacher perceptions and feelings towards positive behavior support programming. Additionally, this studied looked to identify the awareness of specific positive behavior supports used within a school setting and to determine the impact of these supports on school climate by measuring teacher attitude and collegiality about perception on student achievement. Ultimately, the researcher attempted to determine is there a statistical significance in staff perception of school climate relative to the school setting of an urban and non-urban school. The purpose of Chapter 4 is to discuss the research findings as it relates to each research question. Prior to the discussion of the findings with respect to each research question, the researcher will begin Chapter 4 with a brief discussion of the sample demographics. The remainder of Chapter 4 will be dedicated to the One-Way Analysis of Variance in relation to factors 1-3 and the dependent variable of setting; as defined as urban or non-urban school setting.

Construct reliability of the final research study: Spring, 2014. The construct reliability is the degree of consistency between two measures of the same thing (Mehrens & Lehman, 1987). Two-hundred six educators participated in the pilot study; representing four schools from Northeastern Ohio. Items from the survey were grouped together by using a factor analysis and the Cronbach Alpha was used to measure reliability. The Cronbach Alpha reliability indices for the 3 constructs were presented in Table 3. The researcher stored the data for the research study using SPSS output of Cronbach's Alpha in order to conduct the statistical analysis.

Cronbach Alpha is the measure of the internal consistency of a group of items or how strongly a group of items correlate (Cronbach, 1951). According to Fraenkel and Wallen (2003), they suggest that a .70 and above is an acceptable reliability coefficient to use when examining the correlational strength of a group of items. In most cases, .70 is considered reliable and anything below .70 is unacceptable.

Table 3 summarized the overall dimensions from the final research study survey instrument. The alpha reliabilities of the three dimensions ranged from .817 to .938. Cronbach Alpha is the measure of the internal consistency of a group of items or how strongly a group of items correlate (Cronbach, 1951). According to Fraenkel and Wallen (2003), they suggest that a .70 and above is an acceptable reliability coefficient to use when examining the correlational strength of a group of items. In most cases, .70 is considered reliable and anything below .70 is unacceptable.

Sample Demographics

The demographics of the study sample by the setting of urban or non-urban school district. A total of 206 certified staff members participated in the study. Of those certified

staff members, 59.2 % surveyed (122 individuals) worked in an urban school setting; 40.8 % surveyed (84 individuals) worked in a non-urban school setting. Of those certified staff members, 91.3 % surveyed (188 individuals) classified themselves as teachers. Three point nine percent of the respondents (8 individuals) classified themselves as other. Of the remaining respondents, 2.9 % reported as a counselor or psychologist (6 individuals); and 1.9 % reported as an administrator (4 individuals).

Table 4

Experience Demographics of Number of Surveyed Participants

Years of Experience	Frequency	Percentage
0 – 4 years	25	12.7
5 – 9 years	41	19.9
10 – 14 years	38	18.5
15 – 19 years	48	23.3
20 – 24 years	27	13.1
25 – 29 years	17	8.2
30 – 37 years	10	4.9

Table 4 summarized the years of experience from the survey respondents. Educator experience was broken down by the following years of experience: 12.7 % of the educators surveyed had 1-4 years of experience; 19.9 % of the educators surveyed had 5-9 years of experience; 18.5 % of the educators surveyed had 10-14 years of experience; 23.3 % of the educators surveyed had 15-19 years of experience; 13.1 % of the educators surveyed had 20-24 years of experience; 8.2 % of the educators surveyed

had 25-29 years of experience, and 4.9 % of the educators surveyed had 30-37 years of experience. Table 4 represented educator experience along with the frequency of participants surveyed.

Almost three-quarters of the participants surveyed, 71.8 %, were female (148 individuals); the remaining 28.2 % of the respondents were male (58 individuals). Participants that classified themselves as working in an elementary school composed 30.6 % of the total respondents (63 individuals). The middle school choice was used 28.6 % of the time (59 individuals), while the remaining 40.8 % of the respondents classified themselves as working in a high school (84 individuals). The majority of the respondents were Caucasian, representing 96.1 % of the demographics. The remaining 3.9 % of the respondents classified themselves as African-American, Hispanic/Latino, Asian or other. Of the total respondents surveyed, this represented eight individuals. A majority of the respondent's, both male and female, had advanced degrees of masters or Ph.D.'s. Seventy-four percent of the respondents surveyed had a master's degree, while twenty percent of the respondents had a bachelor's degree. The remaining respondents represented 5.3 % of the total individuals surveyed, indicating they had either a Ph.D. or other.

Research Findings

This study attempted to examine the impact that school setting had on three distinct variable of staff perception of school climate, staff collegiality and the impact on achievement and staff awareness of Positive Behavior Support's. In this section, findings related to the major research questions are presented. Each question is restated followed by the findings related to the primary research question. However, the researcher will

first discuss the mean scores as it related to the factors and the school settings of urban and non-urban.

Analysis of Mean Scores

There are two tables as it relates to the mean scores in this section. The mean scores show the average response given by the respondents who took the survey. Table 5 and Table 6 shows the mean scores, standard deviation and standard error of the three factors in relation to the school setting of urban and non-urban. With a sample of 206 total respondents, all three factors had a similar mean among both the urban and non-urban respondents, meaning that generally teachers from each setting answered in a similar way. Reported scores ranged from 1.0 to 4.0 scale.

Table 5

Mean Scores by Factor in the Urban Setting

Factor	N	Mean	SD	SE
Perception of School Climate	122	2.85	.520	.047
Collegiality and Impact on Achievement	122	3.32	.384	.035
Awareness of PBS's	122	2.51	.505	.046

Table 5 summarized the overall mean scores from the respondent results by factor in the urban setting. The mean scores ranged from 2.51 to 3.32 for each factor. Overall, 122 respondents from the urban setting responded to the survey. Standard deviation from the mean ranged from .384 to .520 in the three factors. Respondents were asked to respond to survey questions using a 4-point Likert scale.

Table 6

Mean Scores by Factor in the Non-Urban Setting

Factor	N	Mean	SD	SE
Perception of School Climate	84	3.15	.526	.057
Collegiality and Impact on Achievement	84	3.54	.361	.039
Awareness of PBS's	84	2.83	.498	.054

Table 6 summarized the overall mean scores from the respondent results by factor in the non-urban setting. The mean scores ranged from 2.83 to 3.54 for each factor. Overall, 84 respondents from the non-urban setting responded to the survey. Standard deviation from the mean ranged from .361 to .526 in the three factors. Respondents were asked to respond to survey questions using a 4-point Likert scale.

For Factor 1, Perception of School Climate, the respondents were asked to generally respond to questions about school climate in their building. Table 7 represents the item from the survey and the corresponding question, along with the factor load of that particular item.

Table 7

Perception of School Climate and the Corresponding Factor Loading with Item

Item #	Item	Factor Loading
48	The climate in this school is not good.	.690
44	Administrators ignore obvious problems within the school.	.674
51	I have little to say in the running of this school.	.670
18	Staff meeting would be dominated by administrative matters rather than teaching and learning issues	.652
30	Our climate allows staff to set high standards for students to learn	.636
23	The climate at our school is good.	.615
6	It would be difficult to change anything at our school.	.603
29	Teachers actively participate in decisions concerning administrative policies and procedures	.602
26	Negative teachers in the building impact how others view my building.	.589
22	There would be a great deal of resistance to proposals for change in student management procedures	.573
42	Administrators attempt to create a positive school climate	.555
39	The school discipline policies discourage inappropriate behavior.	.518
43	Behavior supports used in the building have no real positive impact on school climate.	.516
35	Teacher attitudes in this school make this school a fun place to be.	.512
15	Teachers have input into policies that promote positive student behavior.	.503
8	I actively use these supports to acknowledge positive student behavior.	.492
21	The positive behavior supports in place support learning.	.488
49	Strict discipline is needed to control many of the students.	.432

Table 7 summarized the items that represent the factor of Perception of School Climate. Items in this analysis ranged from .432 to .690. The researcher believes it is

important to note that all of the items within this factor were positively rated by the participants, except for items 6, 18, 22, 26, 43, 44, 48, 49 and 51. These items were originally written as negative items in order to test for a false positive result. The scores for these items were recoded and reversed prior to means testing.

For Factor 2, Perception of Collegiality that Supports Learning and Achievement, the respondents were asked to generally respond to questions about the perception of teacher collegiality that supports learning and achievement at the building level. Table 8 represents the item from the survey and the corresponding question, along with the factor loading of that particular item.

Table 8

Perception of Collegiality that Supports Learning and Achievement and the Corresponding Factor Loading with Item

Item #	Item	Factor Loading
11	Teachers would avoid talking to each other about teaching and learning	.706
3	Teachers would discuss teaching methods and strategies with each other	.698
2	I would receive ideas from colleagues about student issues.	.582
28	Positive behavior supports will never improve behavior in my school.	.560
13	Teachers in the building generally support learning.	.470
17	I would be ignored by other teachers.	.458
38	Urban students can go to college.	.441
7	There are supports in place to promote positive behavior for students.	.416
4	The school mission statement and its associated goals are directed towards student achievement.	.397

Table 8 summarized the items that represent the factor of Perception of Collegiality that Supports Learning and Achievement. Items in this analysis ranged from .397 to .706. The researcher believes it is important to note that all of the items within this factor were positively rated by the participants, except for items 11, 17 and 28. These items were originally written as negative items in order to test for a false positive result. The scores for these items were recoded and reversed prior to means testing.

For Factor 3, Awareness of Positive Behavior Supports at the Building Level, the respondents were asked to generally respond to questions about the awareness of positive behavior supports at the building level. Table 9 represents the item from the survey and the corresponding question, along with the factor loading of that particular item.

Table 9

Awareness of Positive Behavior Supports at the Building Level and the Corresponding Factor Loading with Item

Item #	Item	Factor Loading
40	Our school meets the emotional needs of our students through specific, targeted programs.	.755
14	There are mental health programs in place to assist students.	.738
27	We have at-risk prevention programs at our school.	.711
31	Our school provides adequate counseling and support services.	.689
32	Our school encourages students to be a part of the decision-making process.	.513
37	There is a school committee that specifically looks at positive behavior supports in the building.	.475
52	The school has programs in place to address the diverse ethnic and racial groups of the school.	.474

Table 9 summarized the items that represent the factor Awareness of Positive Behavior Supports. Items from this factor analysis ranged from .474 to .755. The researcher believes it is important to note that all of the items within this factor were positively rated by the participants. Additionally, the following items did not load into any one particular factor: 5, 36 and 47.

Figure 1 represents the mean score of respondents from the urban and non-urban setting and how each respondent perceived school climate for their particular school building. Higher mean scores indicated that the respondent perceives a more positive school climate. Scores could range from 1.0 to 4.0. The mean respondent score in the urban setting was a 2.85, with a standard deviation of 0.520 points; the mean respondent score in the non-urban setting was a 3.15 with a standard deviation of 0.526 points. The difference between the two average subscale measures is large enough to be significant at a 5% significance level ($p < .05$).

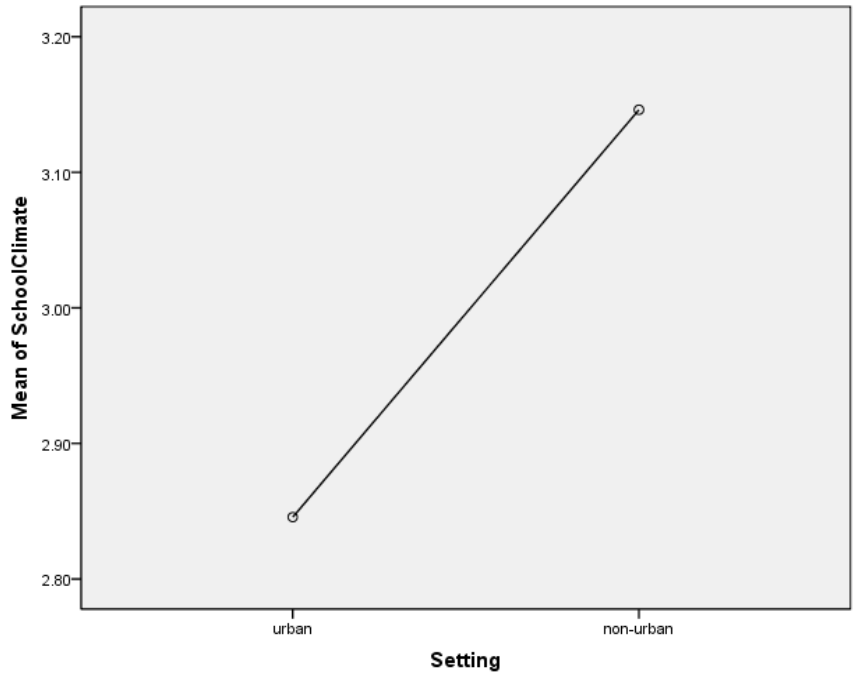

Figure 1. Mean Score of School Climate Perception vs. Setting

The summary points are as follows:

- This analysis generally indicates that there was a positive correlation to non-urban teachers having a more positive perception of school climate in comparison to their counterparts in an urban setting.
- Participants from schools classified as urban had a significantly lower mean (M = 2.85) than participants from schools classified as non-urban (M = 3.15). The average score differed significantly among participants.

Figure 2 represents that mean score of respondents from the urban and non-urban setting and the degree of awareness of positive behavior supports in place at that particular school building. Higher mean scores indicated that the respondent has a higher awareness of positive behavior supports in place at that particular school building. Scores could range from 1.0 to 4.0. The mean respondent score in the urban setting was a 2.51, with a standard deviation of 0.509 points; the mean respondent score in the non-urban setting was a 2.83, with a standard deviation of 0.497 points. The difference between the two average subscale measures is large enough to be significant at a 5% significance level ($p < .05$).

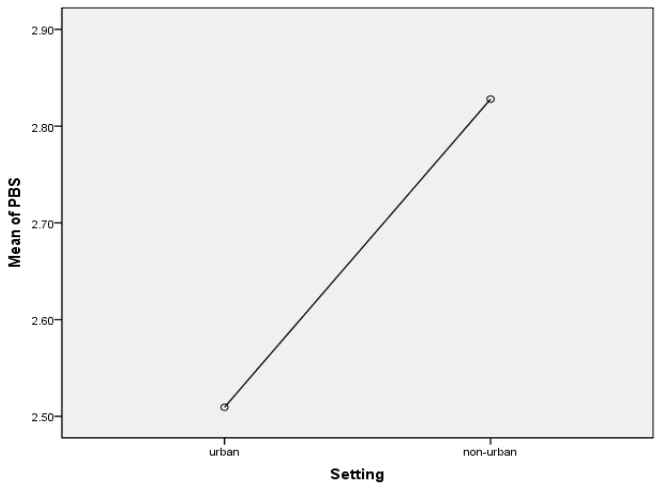

Figure 2. Mean Score of Awareness of Positive Behavior Supports vs. Setting

The summary points are as follows:

- The analysis generally indicate that there was a positive correlation to non-urban teachers having a greater awareness of the positive behavior supports in place at their particular school building in comparison to their counterparts in an urban setting.
- Participants from schools classified as urban had a significantly lower mean (M = 2.51) than participants from schools classified as non-urban (M = 2.83).
- The average score differed significantly among participants.

Figure 3 represents that mean score of respondents from the urban and non-urban setting and the perception of teacher collegiality that supports learning and achievement at the building level. Higher mean scores indicated that the respondent has a general feeling that colleagues in their building generally support learning and achievement at that building. Scores could range from 1.0 to 4.0. The mean respondent score in the urban setting was a 3.32, with a standard deviation of 0.384 points; the mean respondent score in the non-urban setting was a 3.54, with a standard deviation of 0.360 points. The difference between the two average subscale measures is large enough to be significant at a 5% significance level ($p < .05$).

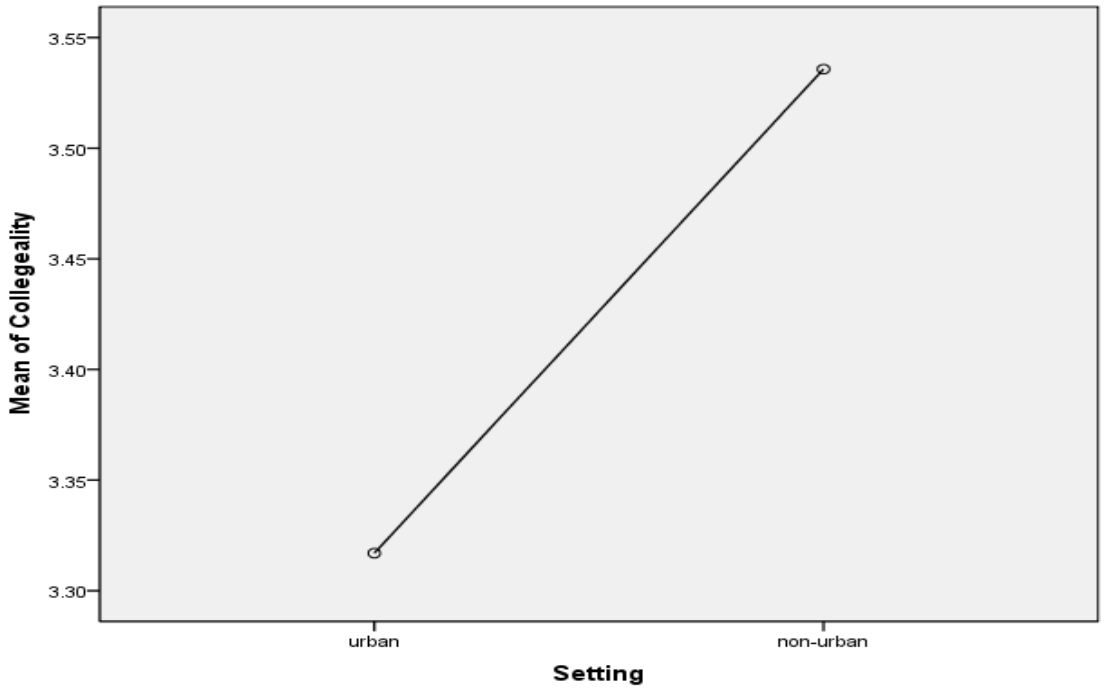

Figure 3. Mean Score of Perception of Collegiality to Support Learning vs. Setting

The summary points are as follows:

- The analysis generally indicates that there was a positive correlation to non-urban teachers having a general feeling that colleagues in their building generally support learning and achievement at that building in comparison to their counterparts in an urban setting.
- Participants from schools classified as urban had a significantly lower mean (M = 3.32) than participants from schools classified as non-urban (M = 3.54).
- The average score differed significantly among participants.

Analysis of the Research Questions

In the following sections of the research results, the researcher will discuss the findings with respect to the research questions that directed the study. The researcher will discuss the findings independently with respect to each of the research questions.

Research question #1.

Is there a greater awareness between non-urban and urban teachers with respect to positive behavior intervention and support programming within a school building?

Table 10 represents the ANOVA summary table. Levene's Test of equality of error variance was not statistically significant (F (1,204) = 1.409, p = .237). This indicates that the variance of the sample is homogenous, meeting an assumption of ANOVA. There was a statistically significant main effect of setting (urban and non-urban) [F (1,204) = 20.032; p=.000), urban setting mean = 2.51, SD = 0.505; non-urban setting mean = 2.83, SD = 0.498)] on teacher awareness of positive behavior supports at the building level. In total, non-urban teachers had a higher mean (mean = 2.83) than did urban teachers. Non-urban teachers had a greater awareness of the positive behavior supports in place at their particular school building in comparison to their counterparts in an urban setting. The R squared (adjusted R squared = .085; R squared = .089) indicated that 8.5 % of the variance of the model can be explained by setting on teacher awareness of positive behavior supports.

Research question #2.

Is there a statistically significant relationship between urbanicity and the impact of collegiality on perceived student achievement by teachers among urban and non-urban teachers?

Table 9 represents the ANOVA summary table. Levene's Test of equality of error variance was not statistically significant (F (1,204) = .037, p= .847). This indicates that the variance of the sample is homogenous, meeting an assumption of ANOVA. There was a statistically significant main effect of setting (urban and non-urban) [F (1,204) = 16.961; p = .000), urban setting mean = 3.32, SD = 0.384; non-urban setting mean = 3.54, SD = .361)] and the perception of teacher collegiality that supports learning and achievement at the building level. Higher mean scores indicated that the respondent felt that colleagues in their building generally supported learning and achievement at that building. The R squared (adjusted R squared = .072; R squared = .077) indicated that 7.2% of the variance of the model can be explained by setting on impact of collegiality on perceived student achievement by teachers.

Research question #3.

How does urbanicity effect teacher perceptions and attitudes of school climate?

Table 9 represents the ANOVA summary table. Levene's Test of equality of error variance was not statistically significant (F (1,204) = 0.056, p = .814). This indicates that the variance of the sample is homogenous, meeting an assumption of ANOVA. There was a statistically significant main effect of setting (urban and non-urban) [F (1,204) = 16.479; p=.000), urban setting mean = 2.85, SD = 0.520; non-urban setting mean = 3.15, SD = 0.526)] and perceived school climate in that particular school building. The results

indicated that there was a positive correlation to non-urban teachers having a more positive perception of school climate in comparison to their counterparts in an urban setting. In essence, non-urban teachers generally had a more positive educational outlook than compared to their urban counterparts. The R squared (adjusted R squared = .075; R squared = .070) indicated that 7.5 % of the variance of the model can be explained by setting on teacher perception of school climate.

Table 9

ANOVA Summary Table for Effects of Setting on the Factors of School Climate, PBS and Collegiality

Factor		SS	Df	MS	F	Sig
School Climate						
	Between	4.493	1	4.493	16.479	.000*
	Within	55.625	204	.273		
	Total	60.119	205			
Collegiality						
	Between	2.381	1	2.381	16.961	.000*
	Within	28.638	204	.140		
	Total	31.019	205			
PBS						
	Between	5.049	1	5.049	20.032	.000*
	Within	51.418	204	.252		
	Total	56.467	205			

*$p < .001$

Table 11

Measures of Association Summary Table for Effects of Setting on the Factors of School Climate, PBS and Collegiality

Factor	Partial Eta Squared	Observed Power
School Climate * Setting	.075	.981
Collegiality * Setting	.077	.984
PBS * Setting	.089	.994

Table 11 represented both the observed power analysis and effect size from the study. Power refers to the probability that the analysis will find a statistically significant difference when such a difference actually exists. The observed Power for all three factors was greater than .8, ranging from .981 to .994. These observed Power of the factors also indicate that the sample size (N = 206) was large enough to find statistical significance in the analysis. The observed Power of the factors of School Climate (Power=.981), Collegiality (Power=.984), and PBS (Power=.994) are statistically significant. The effect size values were less than .1, indicating statistical significance, but not necessarily demonstrating that the mean differences were large enough to be of a practical concern. This data suggests that more than one variable has a statistical effect upon the practicality of the study; thus minimizing the effect size in terms of setting.

CHAPTER V

SUMMARY, DISCUSSIONS, IMPLICATIONS, RECOMMENDATIONS, LIMITATIONS

Summary

The purpose of this study was to examine the impact of positive behavior support programming on school climate, specifically in relation to teacher perceptions and feelings towards positive behavior support programming; to identify the awareness of specific positive behavior supports used within a school setting; to determine the impact of these supports on school climate by measuring teacher attitude and perception about student achievement; and ultimately to determine is there a statistical significance in staff perception of school climate relative to the school setting of an urban and non-urban school.

Prior to the final study, one pilot study was completed to determine the validity and reliability of the developed items for the survey instrument. The pilot study determined that the survey instrument was both reliable and valid in what it was intended to measure. The reliability analysis using Cronbach Alpha coefficients (see Table 2) to measure the internal consistency of the items grouped was found to be above a .70 acceptable reliability coefficient. A total of 48 educators participated in the pilot study.

The pilot study determined that four constructs (or factors) surfaced from the factor analysis. The researcher used three of four constructs in the final research study.

The final instrument is a 53 item, 4-point Likert scale survey (see Appendix B) which had a response selection ranging from 1 to 4, with 1 denoting strongly disagree and 4 denoting strongly agree; a response of neutral was not available to the respondents. Subjects were selected from four school districts in Northeastern, Ohio.

Subjects were informed via a face-to-face distribution method. Each staff member was distributed the survey instrument in which a cover letter was included describing the research, contact information and information regarding the ability to withdraw from the study at any time. In addition, the informed consent cover page included an anonymity and confidentiality clause. Surveys were distributed to each certified staff member in each of the four school districts. The time allotted for completion of the survey was two weeks. Building principals were sent a reminder email after one-week of receiving the initial survey participation request. The final study, using the tested instrument, had a target audience of certified staff members in four school districts. In all, 206 surveys were returned for analysis. The responses were entered into SPSS software and once entered, the data was analyzed using descriptive statistics to determine the specific demographic information that includes the following: role at the school, setting (urban or non-urban), gender, total years of experience, grade-level, ethnicity, and education of the educator. Frequencies and percentages were used to show the distribution of respondents by demographic characteristics. The 0.05 Alpha level will be used as the minimum criteria for statistical significance. An Analysis of Variance (ANOVA) was run to determine the level of significance for each research question while controlling for setting (urban or

non-urban). P-values were used to help find the significance with the interaction of any two variables, where $p<.05$ was considered significant. The independent variables used in this analysis are: Factor 1 - Perception of School Climate; Factor 2 – Perception of Collegiality to Support Learning and Academic Achievement; Factor 3 – Awareness of Positive Behavior Support's. The dependent variable used in this analysis is: setting (urban and non-urban).

Discussion

One of the major questions that urban public school districts are faced with is the relationship between the predictors of school climate, student behavior, staff perceptions and the influence these variables have on school culture. Various programs in the public school setting have been instituted to positively influence school reform. Inside the school setting, there are diverse variables that can affect the efficient running of a school building: school climate, student population, discipline occurrences in a school, specific positive behavior support programs, at-risk programs for students, academic intervention programs, staff morale and standardized testing results for a specific school district. These predictors, along with individual human development and behavior, influence school climate.

Results from the current study demonstrated the factorial validity of the 53-item revised survey instrument. The factor analysis confirmed the existence of four factors surrounding constructs within the context of school climate related to school setting. Of the four constructs, three were determined to be valid to the research questions presented for analysis in this study. The overall context of the research study looked to find the

statistical significance of the analysis with teachers working in a urban and non-urban setting.

Research question #1.

Is there a greater awareness between non-urban and urban teachers with respect to positive behavior intervention and support programming within a school building?

There was a statistically significant main effect of setting (urban and non-urban) [F (1,204) = 20.032; p=.000), urban setting mean = 2.51, SD = 0.505; non-urban setting mean = 2.83, SD = 0.498)] on teacher awareness of positive behavior supports at the building level. In total, non-urban teachers had a higher mean (mean = 2.83) than did urban teachers. Non-urban teachers had a greater awareness of the positive behavior supports in place at their particular school building in comparison to their counterparts in an urban setting.

Research question #2.

Is there a statistically significant relationship between urbanicity and the impact of collegiality on perceived student achievement by teachers among urban and non-urban teachers?

There was a statistically significant main effect of setting (urban and non-urban) [F (1,204) = 16.961; p = .000), urban setting mean = 3.32, SD = 0.384; non-urban setting mean = 3.54, SD = .361)] and the perception of teacher collegiality that supports learning and achievement at the building level. Higher mean scores indicated that the respondent felt that colleagues in their building generally supported learning and achievement at that building.

Research question #3.

How does urbanicity effect teacher perceptions and attitudes of school climate?

There was a statistically significant main effect of setting (urban and non-urban) [F (1,204) = 16.479; p=.000), urban setting mean = 2.85, SD = 0.520; non-urban setting mean = 3.15, SD = 0.526)] and perceived school climate in that particular school building. The results indicated that there was a positive correlation to non-urban teachers having a more positive perception of school climate in comparison to their counterparts in an urban setting. In essence, non-urban teachers generally had a more positive educational outlook than compared to their urban counterparts.

The three research questions validated the major premise of this research study. Either working in a urban setting or non-urban setting can significantly impact your attitude, feelings, and perceptions with regards to various factors that influence school climate. This research study analyzed three factors in comparison to school setting:

- Awareness among non-urban and urban teachers with respect to positive behavior intervention and support programming within a school building.
- Finding a statistically significant relationship between urbanicity (setting) and the impact of collegiality on perceived student achievement by teachers among urban and non-urban teachers.
- The impact of urbanicity on teacher perceptions and attitudes of school climate.

Results clearly demonstrated that school setting impacts teacher awareness among non-urban and urban teachers with respect to positive behavior intervention and support programming within a school building. Teachers in a non-urban setting had a higher degree of awareness of supports in comparison to their urban counterparts. A statistically

significant relationship between urbanicity (setting) and the impact of collegiality on perceived student achievement by teachers was found among urban and non-urban teachers. Non-urban teachers generally were more likely to collaborate with other staff in matters of student achievement and instruction. Lastly, the impact of urbanicity on teacher perceptions and attitudes of school climate was shown to be statistically significant. Non-urban teachers generally had a more positive outlook with regards to school matters and climate. Literature continues to point to the connections between positive school climate and increased student achievement. This study clearly links school setting to the level of school climate. One can infer that predicting the level of school climate or the factors associated with school climate, one could soundly predict the levels of student achievement. With school climate being very subjective in nature and often associated with a significant number of predicting factors, it becomes difficult to point to one factor that will increase student achievement. However, this study has demonstrated that one specific factor of school climate (setting) can impact three key factors associated with a positive school climate. In measuring school climate, the researcher would look at multiple data points used to measure achievement. Simply using standardized testing results would not constitute a reliable measure of student achievement.

Research studies continue to illustrate that a positive school climate can significantly impact a positive school climate. Halawah (2005) asserts that there is a relationship between positive school climate and student academic improvement and achievement. Cohen, McCabe, Michelli, and Pickeral (2009) reference a multitude of research that associated a positive school climate and increased student achievement.

McMurrer (2012) describes an in-depth report on schools in their first 18 months of a School Improvement Grant implementation across three states. The report indicated that schools with an improved school climate were generally shown to be improving.

In recent years, the education system has become burdened with the necessity of changing to meet the competitive challenges of a global society in which the United States has slowly become less competitive. Questions periodically arise as to why schools are in constant flux. Why are schools continuously experiencing extraordinary amounts of organizational change? Why are schools so scrutinized in the public eye? One possible answer may be that student achievement has historically been linked to prosperity in America.

Since the inception of the common school in the antebellum era, professional educators have been looking for ways to improve not only the educational quality of their schools, but a way to dramatically influence school climate and positive school reform. This targeted reform has mainly looked at ways to improve student instruction, and ultimately, achievement in the classroom. Educators frequently encounter roadblocks to change in the school setting; can these roadblocks be a result of cultural forces, structural forces or a combination of both? Have these roadblocks prevented substantial change from happening in our schools?

Since the onset of compulsory education in the United States, Americans have translated their cultural anxieties and hopes into dramatic demands for educational reform. The education of an individual has always provided a way for a person to improve both their economic and social position in society. To improve one's education equaled an improvement in a person's quality of life. But overpromising has often led to

disillusionment and to blaming schools for not solving problems beyond their reach. (Tyack & Cuban, 1995).

Change can arrive in many forms, but ultimately two serious problems exist in many educational reform movements. Many of the reform movements fail to gain the support and ideas from the community and parents. A non-educator's knowledge of schooling often comes from personal experience. The perception and experiences from their school days is contrary to the present realities of public schools. Secondly, reformers experience administrative burnout. Organizational change creates burnout for teachers and administrators, often adding to the layer of methodologies being used in the classroom. Instead of replacing the old with the new, educators continue to add to their existing workload in an effort to produce positive achievement results (Tyack & Cuban, 1995).

Children of low and middle-class backgrounds are often exposed to the ideology that to become successful you must attend and graduate from college. In today's economy, a college degree does not necessarily guarantee social or financial success, but a majority of K-12 public schools have failed to change their traditional method of how to educate youth. Public schools continue to maintain their traditional curriculum and methodologies and thus, have failed to grow as an industry and make substantial change to reform schools.

Beaudion (2011) suggests that building a positive school climate is a result of first developing a culture where teachers feel valued. Beard, Hoy and Woolfolk Hoy (2009) suggest that the construct, academic optimism, makes a difference in the achievement for all students. The author of this research believes that the results indicated within this

study demonstrate that setting clearly can impact how an individual both perceives and feels about the school and the students they teacher. However, literature is clear in that there is a multitude of factors that can impact a variety of factors associated with school climate and the awareness of positive behavior supports. The implications of this study have practical significance for school districts to begin taking strides to improve school climate and student achievement. District administrators need to pay special attention to staff morale, staff absences, student discipline and other factors that can have a dramatic influence of the climate of a school. District administrators that turn a blind eye to these factors may see a dramatic decline in perceived school climate of both staff and students. Discussions should be opened and programs implemented to assist in the education of urban students. It is clear from the findings of this research that urban staff is at a disadvantage by the mere fact that they work in an urban setting. If all others factors were equal, urban teachers would need greater support and resources to get urban students to achieve at equal rates of non-urban students. This will allow administrators to have a better understanding about their role as building leaders and the impact that they have in educating urban students.

Limitations of the Study

Limitations of this study are as follows:

a. The sample of respondents was limited to four schools in Northeast Ohio. This sample may not be reflective of the other schools in the geographic area.
b. The sample of respondents was limited to 206 respondents. Approximately 500 surveys were distributed to respondents.

c. The sample was limited to respondents that were a majority of one ethnic group (Caucasian). Of the entire respondent sample, 96.1 % of the respondents were limited to this one perspective. Other ethnic perspectives were generally not considered in the analysis.
d. The sample of respondents was a majority of female staff members, representing 71.8 % of the total respondents surveyed. The male perspective was limited to 28.2 %. This uneven distribution in gender could generally misrepresent results from the analysis.
e. Other demographic areas of gender, ethnicity, experience, education level and role were not considered in this study.
f. The sample of respondents was limited to 91.3 % of teachers. The administrative perspective was limited in this analysis.

Recommendations

The results of this study show that school setting can be a significant factor in predicting multiple areas associated with a positive school climate. The following recommendations could possibly lead to an increase in student achievement associated with factors of school climate:

1. Teachers in an urban setting need professional development in ways to collaborate with colleagues and to motivate urban students.
2. Kowal and Ableidinger (2011) recommend educational leaders act based solely on monthly or quarterly data for the purpose of making positive educational change.

3. Further analyze non-urban schools and the factors associated with the non-urban setting and look for specific factors associated with a positive school climate.
4. Beard et al. (2009) recommend an analysis of what "positive teachers" do in the classroom to account for academic achievement.
5. Analyze other factors (gender, ethnicity, etc.) and determine the impact on school climate.
6. Analyze specific positive behavior supports and the impact on school climate. Perform this analysis in terms of both funded and non-funded positive behavior support programs.
7. Reproduce this study in other geographical or ethnic areas to determine validity and reliability.
8. Qualitatively analyze one specific school that has both positive school climate and positive student achievement results. Perform this analysis in both an urban and non-urban setting and compare the two schools to find common characteristics.
9. Analyze the role of the building principal (building leader) and the impact that he or she has on positive school climate and positive student achievement.
10. Perform a longitudinal analysis of standardized test scores and measures of school climate in an effort to develop a correlation between the two factors in one setting.

11. Research should be done on the mentoring programs within an urban and non-urban school in order to measure its impact on teacher efficacy and development.
12. Multicultural education should be a part of the early teacher preparation programs and curriculum to better understand the urban child.
13. Conduct research that identifies specific characteristics of an urban school and the impact these characteristics have on teacher attitude and perception.
14. Analyze the role of parents in the achievement of students using setting as a variable.

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APPENDICES

APPENDIX A

FINAL SCHOOL CLIMATE TEACHER SURVEY

Cleveland State University
engagedlearning

School Climate Teacher Survey
Participation Directions

Dear Participant:

Hello, my name is Theodore Caleris and I am a High School Principal in the Sandusky City School District, in Sandusky, Ohio and a Doctoral student at Cleveland State University. This study is asking you to complete a survey being given to educators that work within a public or private school district in the state of Ohio.

This cover sheet is a general synopsis of the directions you shall follow in your participation of this research study.

Attached you will find the following items needed to complete this survey:

1. Participation Directions
2. Two (2) copies of the Informed Consent Form
3. School Climate Teacher Survey
4. Self-addressed stamped envelope for you to return the survey to the researcher

To complete your participation in this research study, please follow the steps below:

1. Read the Participation Direction Cover Sheet – retain this sheet for your records
2. Read and sign both copies of the Informed Consent Form – return one copy of the Informed Consent Form with the completed survey; Keep one copy of the Informed Consent Form for your records.
3. Complete the School Climate Teacher Survey.
4. Take the completed School Climate Teacher Survey and one copy of the signed Informed Consent Form and return both items back to the researcher, via US Mail, using the self-addressed stamped envelope.

Subject ID # ____

TEACHER-LEVEL SCHOOL ENVIRONMENT QUESTIONAIRRE

There are 60 items in this questionnaire. The survey should take you no longer than 10 minutes to complete. They are statements to be considered in the context of the school in which you work and your actual working environment. Think about how well the statements describe your school environment. The survey is designed to provide data for the useful fostering of a positive learning and working environment that promotoes academic success among all students.

SECTION A: CLIMATE SURVEY

Indicate your answer by circling:

1 - SD	if you strongly disagree with the statement;
2 - D	if you disagree with the statement;
3 - A	if you agree with the statement;
4 - SA	if you strongly agree with the statement.

If you change your mind about a response, cross out the old answer and circle the new choice.

	SD	D	A	SA
1) Most students would be pleasant and friendly to teachers.	1	2	3	4
2) I would receive ideas from colleagues about student issues.	1	2	3	4
3) Teachers would discuss teaching methods and strategies with each other.	1	2	3	4
4) The school mission statement and its associated goals are directed towards student achievement.	1	2	3	4
5) Decisions about the running of the school usually would be made by the principal or a small group of teachers.	1	2	3	4
6) It would be difficult to change anything in the school.	1	2	3	4

	SD	D	A	SA
7) There are supports in place to promote positive behavior for for students.	1	2	3	4
8) I actively use these supports to acknowledge positive student behavior.	1	2	3	4
9) Most students would be helpful and cooperative to teachers.	1	2	3	4
10) The supports in place are generally positive for students.	1	2	3	4
11) Teachers would avoid talking with each other about teaching and learning.	1	2	3	4
12) The climate of this building supports learning.	1	2	3	4
13) Teachers in the building generally support learning.	1	2	3	4
14) There are mental health programs in place to assist students.	1	2	3	4
15) Teachers have input into policies that promote positive student behavior.	1	2	3	4
16) There are many disruptive, difficult students in the school.	1	2	3	4
17) I would be ignored by other teachers.	1	2	3	4
18) Staff meetings would be dominated by administrative matters rather than teaching and learning issues.	1	2	3	4
19) Teacher attitudes impact the climate of the building.	1	2	3	4
20) There is a student discipline problem at our school.	1	2	3	4
21) The positive behavior supports in place support learning.	1	2	3	4

	SD	D	A	SA
22) There would be a great deal of resistance to proposals for change in student management procedures.	1	2	3	4
23) The climate at our school is "good."	1	2	3	4
24) The environment of the school allows teachers to meet academic standards.	1	2	3	4
25) There would be many noisy, badly-behaved students.	1	2	3	4
26) Negative teachers in the building impact how others view my building.	1	2	3	4
27) We have at-risk prevention programs at our school (ex. Bullying prevention, field trips, conflict resolution, character education etc.).	1	2	3	4
28) Positive behavior supports will never improve behavior in my school.	1	2	3	4
29) Teachers actively participate in decisions concerning administrative policies and procedures.	1	2	3	4
30) Our climate allows staff to set high standards for students to learn.	1	2	3	4
31) Our school provides adequate counseling and support services.	1	2	3	4
32) Our school encourages students to be a part of the decision-making process.	1	2	3	4
33) Students get along well with teachers.	1	2	3	4
34) I would consider my school a place where students can learn.	1	2	3	4
35) Teacher attitudes in this school make this school a fun place to be.	1	2	3	4

	SD	D	A	SA
36) We can close the achievement gap through academic intervention.	1	2	3	4
37) There is a school committee that specifically looks at positive Behavior supports in the building.	1	2	3	4
38) Urban students can go to college.	1	2	3	4
39) The school discipline policies discourage inappropriate behavior.	1	2	3	4
40) Our school meets the emotional needs of our student through specific, targeted programs.	1	2	3	4
41) Most students are well-mannered and respectful to the school staff.	1	2	3	4
42) Administrators attempt to create a positive school climate.	1	2	3	4
43) Behavior supports used in the building have no real positive impact on school climate.	1	2	3	4
44) Administrators ignore obvious problems within the school.	1	2	3	4
45) Students are motivated to learn.	1	2	3	4
46) Students believe that the teachers make the building a better place.	1	2	3	4
47) Facilities are inadequate for catering for a variety of classroom activities and learning groups of different sizes.	1	2	3	4
48) The climate at this school is "not good."	1	2	3	4
49) Strict discipline is needed to control many of the students.	1	2	3	4
50) Students perform academically well at this school because of the efforts of the teachers.	1	2	3	4

	SD	D	A	SA
51) I have little say in the running of this school.	1	2	3	4
52) The school has programs in place to address the diverse ethnic and racial groups of the school.	1	2	3	4
53) Our state standardized test scores reflect the effort and attitude of staff towards student learning at our school.	1	2	3	4

SECTION B: GENERAL INFORMATION

The demographics section of the survey will give me a little background about what type of person you are and how you compare to other educators completing the survey. Please circle the choice that best describes you on the survey.

a. What is your role at this school?
- o 1 - Teacher 1
- o 2 - Administrator 2
- o 3 - Prevention staff (nurse, social worker, etc.) 3
- o 4 - Counselor, psychologist 4
- o 5 - Other staff member (librarian, etc.) 5

b. Is your school considered a(n):
- o 1 - Urban School 1
- o 2 - Non-Urban School 2

c. What is your gender?
- o 0 - Male 0
- o 1 - Female 1

d. List your total years of experience in education. _____

e. Choose the grade-level that best describes your current role.
- 1 - Elementary School
- 2 - Middle School
- 3 - High School

f. What is your ethnicity?
- 1 - African American
- 2 - Hispanic/Latino
- 3 - Caucasian
- 4 - Asian
- 5 - Other

g. What is the highest degree you have completed?
- 1 - B.S.
- 2 - Masters
- 3 - Ph.D./Ed.D.
- 4 - other

APPENDIX B

INFORMED CONSENT FORMS

Cleveland State University
engagedlearning

School Climate Teacher Survey
Consent Form

Dear Participant:

Hello, my name is Theodore Caleris and I am a High School Principal in the Sandusky City School District, in Sandusky, Ohio and a Doctoral student at Cleveland State University. This study is asking you to complete a survey being given to educators that work within a public or private school district in the state of Ohio. The purpose of this survey is to gain insight into an individual's perceptions of school climate and positive behavior supports used within a school building. The survey will ask questions about your feelings about your job, school climate and your feelings about your work environment. It is my hope that information from this survey will contribute to a better understanding of the use of positive behavior supports used in school environments and the contribution these supports have on school climate and student achievement.

There are 53 items in this questionnaire, plus 7 demographic questions. Your commitment expected to participate in this research study will require at least 10 minutes of your time. They are statements to be considered in the context of the school in which you work and your actual working environment. Think about how well the statements describe your school environment. The survey is designed to provide data for the useful fostering of a positive learning and working environment that promotes academic success among all students. Concluding this study, it is the intent of the researcher(s) to present this information in the form of a dissertation defense and journal publication.

Your name will not be collected or appear anywhere on the survey. Participation is completely voluntary and you may withdraw at any time. There is no reward for participating or consequence for not participating. However, each participant must be aware that there is a risk of breach of confidentiality and that each prospective participant must make an informed decision as to whether or not to participate in this study.

For further information regarding this research please contact Theodore Caleris at (419) 984-1070, email: Tcaleris@scs-k12.net, or Dr. Brian Harper at (216) 875-9770, email: B.Harper1@csuohio.edu.

If you have any questions about your rights as a research participant you may contact the Cleveland State University Institutional Review Board at (216) 687-3630.

There are two copies of this letter. After signing them, keep one copy for your records and return the other one. Thank you in advance for your cooperation and support.

Please indicate your agreement to participate by signing below. I am 18 years or older and have read and understood this consent form and agree to participate.

Signature: _____

Name: _____ (Please Print) Date: _____

RETURN THIS FORM WITH THE COMPLETED SURVEY

Cleveland State University
engagedlearning

School Climate Teacher Survey
Consent Form

Dear Participant:

Hello, my name is Theodore Caleris and I am a High School Principal in the Sandusky City School District, in Sandusky, Ohio and a Doctoral student at Cleveland State University. This study is asking you to complete a survey being given to educators that work within a public or private school district in the state of Ohio. The purpose of this survey is to gain insight into an individual's perceptions of school climate and positive behavior supports used within a school building. The survey will ask questions about your feelings about your job, school climate and your feelings about your work environment. It is my hope that information from this survey will contribute to a better understanding of the use of positive behavior supports used in school environments and the contribution these supports have on school climate and student achievement.

There are 53 items in this questionnaire, plus 7 demographic questions. Your commitment expected to participate in this research study will require at least 10 minutes of your time. They are statements to be considered in the context of the school in which you work and your actual working environment. Think about how well the statements describe your school environment. The survey is designed to provide data for the useful fostering of a positive learning and working environment that promotes academic success among all students. Concluding this study, it is the intent of the researcher(s) to present this information in the form of a dissertation defense and journal publication.

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There are two copies of this letter. After signing them, keep one copy for your records and return the other one. Thank you in advance for your cooperation and support.

Please indicate your agreement to participate by signing below. I am 18 years or older and have read and understood this consent form and agree to participate.

Signature: _____

Name: _____ (Please Print) Date: _____

KEEP THIS FORM FOR YOUR RECORDS

APPENDIX C

PILOT AND DISSERTATION INSTITUTIONAL REVIEW BOARD APPROVAL

Cleveland State University
engagedlearning

Memorandum

Institutional Review Board

To: Brian Harper
CURRICULUM & FOUNDATIONS

From: Bernie Strong BRS
IRB Coordinator
Office of Sponsored Programs & Research

Date: February 3, 2014

Re: Results of IRB Review of your project number: #30118-HAR-HS
Co-Investigator: Theodore Caleris, Student
Title: The Impact of Urbanicity through the Implementation of Positive Behavior Support Programming

The IRB has reviewed and approved your application for the above named project, under the category noted below. Approval for use of human subjects in this research is for a one-year period as noted below. If your study extends beyond this approval period, *you must contact this office to initiate an annual review of this research.*

By accepting this decision, you agree to notify the IRB of: (1) any additions to or changes in procedures for your study that modify the subjects' risk in any way; and (2) any events that affect that safety or well-being of subjects. Notify the IRB of any revisions to the protocol, including the addition of researchers, prior to implementation.

Thank you for your efforts to maintain compliance with the federal regulations for the protection of human subjects.

Approval Category:

_X_ **Expedited (7)**

Approval Date: **January 30, 2014**

Expiration Date: **January 29, 2015**

cc: Project file

APPROVAL MEMO

January 30, 2014

TO: Professor Harper and Student Theodore Caleris

FROM: John J. Jeziorowski, CSU - IRB

RE: #30118-HAR-HS

Dear Investigators Harper and Caleris:

I am in receipt of your email (with attachments) of 20140124 @0121pm in response to my revised ACTION MEMO of January 15, 2014. You have addressed all of the items of concern that were generated from the review of your protocol submission and are hereby approved (EXPEDITED – Category 7) to commence with your research as of this day/date (Thursday, January 30, 2014). You will be receiving written confirmation of this approval from the CSU IRB office in the very near future. Both myself and the secondary reviewer want to take this opportunity to wish you the very best of luck in your investigative endeavor! It has indeed been both a privilege and a pleasure to be of assistance to you throughout this review process.

Respectfully expressed,
John J. Jeziorowski, Primary Reviewer
CSU IRB Protocol Submission #30118-HAR-HS

From: John J Jeziorowski <j.jeziorowski@csuohio.edu>
To: Theodore Caleris <tcaleris@scs-k12.net>
Date: 1/30/2014 5:13 PM
Subject: RE: CSU IRB Submission #30118-HAR-HS APPROVAL MEMO of 20140130
Attachments: 30118-HAR-HS APPROVAL MEMO OF 20140130.doc

Dear Investigators Caleris and Harper:

Please see attached APPROVAL MEMO!

Respectfully,

-John Jeziorowski, Primary Reviewer

CSU IRB Protocol Submission #30118-HAR-HS

From: Theodore Caleris <tcaleris@scs-k12.net>
Sent: Friday, January 24, 2014 1:21 PM
To: Brian E Harper; John J Jeziorowski; drbrianeharper@sbcglobal.net
Cc: Bernidean R Strong; Jill E Rudd; Theodore Caleris
Subject: RE: CSU IRB Submission #30118-HAR-HS REVISED ACTION MEMO of 20140115

Hello John!
Here is the latest revision of my IRB proposal. All items have been addressed and within the application the revision statements are all caps in the application. The Informed Consent Forms has been revised per your recommendations. In addition, I have included a Participation Directions cover page that will address your concerns in item #6 ... this cover page will accompany the Informed Consent Forms and Survey Instrument. I look forward to your response. PLEASE CONFIRM THAT YOU HAVE RECEIVED THIS LATEST REVISION.

>>> John J Jeziorowski <j.jeziorowski@csuohio.edu> 01/15/14 11:18 AM >>>
Dear Investigators Caleris and Harper:
Please see REVISED ACTION MEMO of 20140115!
Respectfully,
-John Jeziorowski, Primary Reviewer
CSU IRB Submission #30118-HAR-HS

From: Theodore Caleris <tcaleris@scs-k12.net>
Sent: Sunday, December 29, 2013 10:49 PM
To: Brian E Harper; John J Jeziorowski; drbrianeharper@sbcglobal.net
Cc: Bernidean R Strong; Jill E Rudd; Theodore Caleris
Subject: Re: CSU IRB Submission #30118-HAR-HS ACTION MEMO REVISED

Mr. Jeziorowski -

Attached you will find the revised IRB submission form along with the adjusted consent forms. We have revised the submissions based on your suggestions. Items 1-7 from your memo have been adjusted. We are hopeful that the revisions will satisfy IRB and we can move on with the study.
WE HAVE CHANGED THE RETURN PROCEDURE TO ALLOW PARTICIPANTS TO MAIL THE COMPLETED SURVEY AND CONSENT FORM DIRECTLY TO THE RESEARCHER, BYPASSING THE BUILDING PRINCIPAL - THIS WILL HOPEFULLY SATISFY THE CONFIDENTIALITY CONCERNS YOU HAVE RAISED. I look forward to your input. Please confirm our next steps. Thank you!

Theodore Caleris
Principal, Sandusky High School
Sandusky City Schools
Office: 419-984-1070

Around here, however, we don't look backwards for very long. We keep moving forward, opening up new doors and doing new things, because we're curious...and curiosity keeps leading us down new paths. - Walt Disney

Sandusky City Schools Mission: To provide a diverse educational experience where all students will become respected, productive, and valued members of our community.

>>> John J Jeziorowski 12/18/13 4:01 PM >>>
Dear Investigators Caleris & Harper:
Please see attached ACTION MEMO!
Respectfully,
-John Jeziorowski, Primary Reviewer
CSU IRB Submission #30118-HAR-HS

Cleveland State University

Institutional Review Board for Human Subjects in Research
Application for Project Review

I. Title Page

Date (mm/dd/yyyy): **01/24/2014** **Transaction Number (office use only):** ____
Project Title: **The Impact of Urbanicity through the Implementation of Positive Behavior Support Programming**

PRINCIPAL INVESTIGATOR OR ADVISOR
Name: (Last, First): **Harper, Brian** Title: **Assoc./Assist. Professor**
Department: **CURRICULUM & FOUNDATIONS** Campus Address: **2121 Euclid Ave. JH 358, Cleveland, OH 44115**
Electronic Mail Address: **B.Harper1@csuohio.edu**
Office Phone: **(216) 875-9770** Home Phone: (___) ___-____
Has the investigator completed the CITI course in the protection of human subjects? ☒ Yes ☐ No

CO-PRINCIPAL OR STUDENT INVESTIGATOR
Name: (Last, First): **Caleris, Theodore** Title: **Student**
Department: ____
Electronic Mail Address: **tcaleris@scs-k12.net**
Office Phone: **(419) 984-1070** Home Phone: **(216) 570-6437**
Has the investigator completed the CITI course in the protection of human subjects? ☒ Yes ☐ No

If this is a student investigator, please indicate status:
☐ Undergraduate ☐ Master level student ☒ Doctoral level student
and level of involvement in the research:
☐ Assisting Faculty Research ☐ Thesis ☒ Dissertation ☐ Classroom project: Class name/number ____

ADDITIONAL INVESTIGATORS? ☐ **Yes** ☒ **No** **(If yes, please complete the "Additional CSU Investigators" form.)**

PROPOSED PROJECT DURATION (research may not begin prior to IRB approval):
From (mm/dd/yyyy): **01/15/2014** To (mm/dd/yyyy): **02/15/2014** (date following anticipated approval; maximum one year later)

Please be aware that ***data collected prior to approval or outside of authorized dates may not be used.*** If your study (i.e. collection of data) will extend beyond the one year authorization, ***it is your responsibility to notify the IRB prior to expiration and request an extension.***

***Type of funding or support: **None**

FOR IRB USE ONLY

Initial Evaluation	**Final IRB Action**
☐ Approve as is	☐ Exempt Status: Project is exempt under 45 CFR 46.101 _____
☐ Requires Revision before evaluation or final action	☐ Expedited Review: Approval Category _____
☐ Full IRB review required	☐ Regular IRB approval
	☐ Other: _____

Reviewer: _____ Signature: _____ Approval Date: _____

Cleveland State University Office of Sponsored Programs and Research IRB
Form updated 11/30/2007
All other forms are obsolete
dpo

Institutional Review Board
Human Subjects in Research
Instructions and Checklist for Applicants

The Institutional Review Board (IRB) of Cleveland State University (CSU) is responsible for ensuring the protection and ethical treatment of human participants in research conducted under the auspices of the University. Accordingly, the IRB must evaluate all such research projects, in compliance with Federal Regulations. Your application to the IRB for permission to test human subjects should follow the guidelines provided below. *Proposed Departures from the guidelines should be justified thoroughly.*

Some protocols may be approved through one of the expedited or exempt categories in the Federal Regulations, and some require full Committee consideration. These determinations are made by the IRB, **not** by the researcher. If your protocol requires full Committee consideration, the University Office of Sponsored Programs and Research must receive it no later than two (2) full weeks prior to the IRB meeting; this meeting normally occurs during the first week of the month. Protocols should be submitted to the IRB, Office of Sponsored Programs and Research, 2258 Euclid Avenue, Hannifin Hall, Cleveland, OH 44115-2440 ATTN: IRB Coordinator.

Issues of Particular Concern to the IRB

- **Privacy:** In most research, subjects' willingness to participate will depend on the researcher's explanation of the project and its purpose, the subject's understanding of risks and benefits, and the assurance that the specifics of their participation will not become known to other individuals. A mismatch between your assurance to the subjects and the procedures you explain in your Project Description will lead the IRB to request revisions before approval can be granted. Issues of anonymity and confidentiality are of special concern when subjects might divulge sensitive information, including situations in which their responses might place them in jeopardy (e.g., public embarrassment, threats to job security, self-incrimination). The care with which you address these issues in your procedures is very important to the IRB approval process
- **Risk:** In much research, subjects' participation involves little or no risk. If this is genuinely the case, say so; e.g., "minimal risk," "no foreseeable risk," "no risks beyond those of daily living." If there is some risk, where physical, psychological, social, legal, or otherwise, the IRB will be particularly interested in the safeguards you implement to deal with these risks. The overall importance and soundness of the research project will be especially important if subjects are placed at some degree of risk by participating.
- **Special Populations:** Testing minors, pregnant women, prisoners, mentally retarded or disabled persons, or other special populations raises serious issues regarding risk and informed consent, which your protocol must address. On the other hand, recent federal guidelines mandate the inclusion of women and minorities in research. The nature of your subject population must be clear in your proposal, and you must provide your rationale for including/excluding identifiable subgroups based on gender and minority status.
- **IRB Procedures:** CSU's IRB receives approximately 300 applications a year, each of which must be evaluated for adequate protection of the subjects against research risks. You will enhance the acceptability of your proposal, and the speed with which the IRB can evaluate it, if your protocol is concise, deals specifically with the issues discussed in these instructions, and shows your sensitivity to the overriding concerns of ethical treatment of human subjects. Please feel free to suggest any modifications or elaboration to these instructions that would be helpful to you as you write or revise your applications.

II. Participant Information

Total number of participants: **approximately 300**
Age range (lower limit – upper limit): **23-60**
Gender: **Both**
Ethnic Minority: **None/Not applicable**
Inclusionary criteria: **must work as a teacher/educator in a school district in Ohio**
Exclusionary criteria: **students and parents will not be considered for this study**
Source of participants: **public school districts/charter schools/community schools/private schools in Ohio**

Is the data going to be extracted from records that already exist on these participants (e.g. school records, grade transcripts, medical records, etc.)?

☐ Yes ☒ No

If yes, will the data be recorded in a way that prevents subjects from being identified?

☐ Yes ☐ No

Length of participation (x time/session, y sessions, over z months): **1 session, which may last approximately 10-20 minutes long, to complete the survey**

Participants in Special Consideration Categories: (Check all that apply.)

☒ None
☐ Children (age range: ____)
☐ Cognitively impaired persons
☐ Prisoners
☐ Pregnant or lactating women
☐ Blind individuals
☐ Military personnel
☐ Wards of the State
☐ Institutionalized individuals
☐ Non-English speaking individuals
☐ Students
☐ Other subjects whose life circumstances may interfere with their ability to make free choice in consenting to take part in research (please specify): ____

Site(s) of data collection: **Multiple Pubic School Building in Ohio - Northeast Ohio**
Letters of approval from project site officials: **are included in this submission.**

*You ***MUST*** include letters of approval from appropriate administrative officials at the facility where you will be collecting data.

III. Project Description

a. Give a concise statement of the area of research and briefly describe the purpose and objectives of your proposed research:

The purpose of this study is to measure the impact of positive behavior supports on school climate, specifically in relation to teacher perceptions and feelings towards positive behavior support programming; to identify the awareness of specific positive behavior supports used within a school setting; to determine the impact of these supports on school climate by measuring teacher attitude and perception about student achievement; and ultimately, to determine is there a statistical significance in staff perception of school climate relative to the school setting of an urban and non-urban school.

b. Provide a detailed description of how participants will be recruited and used in the project. Please include a description of the tasks subjects will be performing, the circumstances of testing, and/or the nature of the subjects' involvement.

This study will be used as to to measure the impact of positive behavior supports on school climate, specifically in relation to teacher perceptions and feelings towards positive behavior support programming; to identify the awareness of specific positive behavior supports used within a school setting; to determine the impact of these supports on school climate by measuring teacher attitude and perception about student achievement; and ultimately, to determine is there a statistical significance in staff perception of school climate relative to the school setting of an urban and non-urban school. Teachers will be asked to participate in this study on a voluntary basis. A study was conducted in the the spring of 2013 in which the instrument alpha reliability was .952. The survey contains 53 items in the questionnaire; using a 4-point likert scale raning from strongly disagree to strongly agree. In addition, there are 7 demographic questions respondents will be asked to answer. Teachers will be asked to complete the survey at a time which they feel would be appropriate. The survey should take you no longer than 10 minutes to complete. Teachers will be asked to participate in this study due to their position as a teacher in Ohio. An introductory email will be sent to each building principal and staff with a concise description of the survey. Once the survey instrument has been distributed by the building level principal, each participant will be given the survey, two copies of the informed consent form and a self-addressed stamped envelope. Participants will be asked to mail the survey back to the researcher after completing the survey. At no time will the participant's completed survey be given to the building principal; ensuring no identifiable results can be tracked back to the respondent's building principal.

c. Make an explicit statement concerning the possible risks and benefits associated with participating in the research. Describe the nature and likelihood of possible risks (e.g., physical, psychological, social) as a result of participation in the research. Risks include even mild discomforts or inconveniences, as well as potential for disclosure of sensitive information. If a risk exists, how does it compare to those of daily living? What are your safeguards for avoiding risks, for protecting subjects' privacy, etc.?

The risks of participation in this study are that teachers may potentially feel uncomfortable with the questions being asked within the survey instrument. ADDITIONALLY, THERE IS A RISK OF BREACH OF CONFIDENTIALITY. PROSPECTIVE PARTICIPANTS WILL HAVE TO MAKE AN INFORMED DECISION AS WHETHER OR NOT TOPARTICIPATE IN THE STUDY. In addition, there is some risk of breach of confidentiality. It is the hope of the researcher to minimize the risks of confidentiality by having the participant return the completed survey via the US mail. Postage will be provided for each participant via a self-addressed stamped envelope. The questions being asked are statements to be considered in the context of the school in which they work and the actual working environment. Some teacher may feel uncomfortable due to the information potentially getting back to their building-level principal. Some staff may feel pressure to answer each statement in a favorable context of the building they work in. The survey is designed to provide data for the useful fostering of a positive learning and working environment that promotes academic success among all students. The responses to the survey will be anonymous due to the participant mailing the completed survey directly back to the researcher. Personal identification information will not be collected or appear anywhere on the survey. Participation is completely voluntary and you may withdraw at any time. An introductory email will be sent to each building principal and staff with a concise description of the survey. Once the survey instrument has been distributed by the building level principal, each participant will be given the survey, two copies of the informed consent form and a self-addressed-stamped envelope AND AN INTRODUCTORY COVER PAGE WITH PRECISE DIRECTIONS ON THE COMPLETION OF THE SURVEY. Participants will be asked to mail the survey back to the researcher after completing the survey. At no time will the participant's completed survey be given to the building principal; ensuring no identifiable results can be tracked back to the respondent's building principal. COMPLETION OF THE SURVEY WILL REQUIRE AT LEAST 10 MINUTES OF THE PARTICIPANTS TIME. Any survey that is not returned via the self-addressed-stamped envelope via US mail will not be utilized in this study. There is no reward for participating or consequence for not participating.

d. Describe measures to be taken to protect subjects from possible risks or discomforts.

Participation is completely voluntary and they may withdraw at any time. There is no reward for participating or consequence for not participating. The survey consent form is designed to inform the subject of his or her rights regarding their participation in this pilot study.

e. Describe precautions to ensure the privacy of subjects and confidentiality of information. Be explicit if data are sensitive. Describe coding procedures for subject identification. Include the method, location and duration of data retention. (Federal regulations require data to be maintained for at least 3 years)

The survey and consent forms will be distributed to each subject in a self-addressed stamped envelope. Participants will be asked to read and sign the consent form prior to the administration of the survey. Participants should keep one copy of the informed consent form and return the other copy of the informed consent form with the completed survey. Both the survey and consent form will be returned via US mail to the researcher in a self-addressed stamped envelope. Any survey that is not returned via the self-addressed stamped envelope will not be utilized in this study. COMPLETION OF THE SURVEY WILL REQUIRE AT LEAST 10 MINUTES OF THE PARTICIPANTS TIME.Each teacher-level survey will be pre-coded with an identification number as shown on the top-right corner of each survey. Surveys will be distributed randomly to each site; for example, each site will have random surveys assigned, not in any sequential order. Example: Site A may receive surveys 001, 005, 010, 015, but the site will not receive surveys 001-010. The purpose of the random survey assignments is to ensure surveys can not be attributed and traced to any one site. A copy of the surveys will be kept at the home of the researcher, within a specific container labeled RESEARCH STUDY 2013/2014. Electronic files of the research study intrument validity resluts will be kept with the student-researcher and advisor. The data will be kept in a locked cabinet for a minimum of 3 years. The research data will be kept with the primary researcher. The original surveys will be kept in Dr. Brian Harper's office, Julka Hall, room 358. The data will be destroyed after a three-year period by means of shredding.

IV. Informed Consent Form

Yes	No	N/A
☒	☐	☐
☒	☐	☐
☒	☐	☐
☒	☐	☐
☒	☐	☐
☒	☐	☐
☒	☐	☐
☒	☐	☐
☒	☐	☐

Does the Informed Consent Statement?

1. Introduce you and your research (including names and phone numbers).
2. Provide the subject with a brief, understandable explanation of the research.
3. Explain the risks and benefits.
4. Explain the details of the time commitment for participation.
5. Explain how your protocol either protects confidentiality or is anonymous.*
6. Mention that participation is voluntary, and that the subject may withdraw at any time without penalty.
7. Include the exact statement about contacting the IRB.**
8. Provide a phone number where the subject may contact you for further information (students should include a phone number for themselves and also for their supervising faculty member).
9. Have a signature/date block for the subject to complete.***

* ***Confidentiality and anonymity are not the same. Confidentiality means that the researcher will know the identity of specific subjects and their data. Anonymity means individuals' responses cannot be associated with the data they generate.***

** ***"I understand that if I have any questions about my rights as a research subject I can contact the CSU Institutional Review Board at (216) 687-3630,"*** or if a minor, ***"I understand that if I have any questions about my child's rights as a research subject I can contact the CSU Institutional Review Board at (216) 687-3630."***

*** *If you wish to dispense with a signed consent form, for either procedural or substantive reasons, be sure to include a clear statement of your reasons and your alternate procedure for obtaining consent.*

V. Copies of Instruments and Questionnaires

To complete this application, attach a copy of all questionnaires or other instruments. This application **MUST** include copies of instrumentation before approval can be granted.

VI. CERTIFICATION/SIGNATURE

I certify that the information contained in this protocol application and all attachments is true and correct. I certify that I have received approval to conduct this research from all persons named as collaborators and from officials of the project site(s). If this protocol is approved by the Cleveland State Institutional Review Board, I agree to conduct the research according to the approved protocol. I agree not to implement any changes in the protocol until such changes have been approved by The Cleveland State Institutional Review Board. If, during the course of the research, unanticipated risks or harm to subjects are discovered, I will cease collecting data and report them to IRB immediately.

Theodore Cal		THEODORE CALVERIS
Sign Name → Principal Investigator/Faculty Advisor	Date	**Print** Name→ Principal Investigator/Faculty Advisor
Brian Harper		Brian Harper
Sign Name → Co-Principal or Student Investigator	Date	**Print** Name→ Co-Principal or Student Investigator
Sign Name → Co-Principal or Student Investigator	Date	**Print** Name→ Co-Principal or Student Investigator
Sign Name → Co-Principal or Student Investigator	Date	**Print** Name→ Co-Principal or Student Investigator
Sign Name → Co-Principal or Student Investigator	Date	**Print** Name→ Co-Principal or Student Investigator
Sign Name → Co-Principal or Student Investigator	Date	**Print** Name→ Co-Principal or Student Investigator

Forward this completed form to:
Cleveland State University
Institutional Review Board
Office of Sponsored Programs and Research
2258 Euclid Avenue
Hannifin Hall
Cleveland, OH 44115-2405

Cleveland State University Office of Sponsored Programs and Research IRB
Form updated 11/30/2007
All other forms are obsolete
dpo

Theodore Caleris - RE: Research Study participation

From: "Dr. Robert Hill" <rhill@firelandsschools.org>
To: 'Theodore Caleris' <TCaleris@scs-k12.net>, Mike Von Gunten <MVonGunten@firelandsschools.org>
Date: 11/6/2013 11:18 AM
Subject: RE: Research Study participation
CC: Rick Reighley <rreighley@firelandsschools.org>, Leo Spagnola <lspagnola@firelandsschools.org>, Colene Thomas <cthomas@firelandsschools.org>
Attachments: 11_6_13_Caleris_Research_Approval.pdf

Ted,

I asked the principal's about your request and they approved it. A letter of support is attached. Please communicate with them regarding how you would like the survey message conveyed to staff.

If I can be of further assistance, please do not hesitate to contact me.

Bob

Dr. Robert F. Hill
Superintendent
Firelands Local Schools
112 North Lake Street
South Amherst, OH 44001
440.965.5821 (office)
440.986.5990 (fax)
Firelandsschools.org

From: Theodore Caleris [mailto:TCaleris@scs-k12.net]
Sent: Monday, November 04, 2013 9:43 AM
To: Mike Von Gunten; Dr. Robert Hill
Cc: Theodore Caleris
Subject: Research Study participation

Hello Dr. Hill -

My name is Ted Caleris and I am the Principal at Sandusky High School. My previous administrative experience was as the Principal at Brooklyn Middle School for five years. I am in the final phase of my dissertation work at Cleveland State University in the Ph.D program in Urban Education and I am inquiring as to whether you would

give permission for your staff at your elementary, intermediate, middle school and high school buildings to participate in my final dissertation study. My study will look at the impact of urbanicity (urban vs. non-urban setting) and the effects of Positive Behavior Supports on staff attitudes and school climate. The survey will be distributed electronically and be composed of 53 questions. The survey should take no more than 15 minutes for staff to complete.

I would like Firelands to participate as one of the non-urban school districts in my study.

My study will take place this fall and If you give permission, I will need only for you to notify your building principals so that they could notify their staff of the survey. I would also need a letter on your school stationary stating your agreement for Firelands to participate in the study.

Please call my cell phone at 216.570.6437 or respond to this email should you have any questions prior to your decision. Thank you for your time and consideration.

Theodore Caleris
Principal, Sandusky High School
Sandusky City Schools
Office: 419-984-1070

"Around here, however, we don't look backwards for very long. We keep moving forward, opening up new doors and doing new things, because we're curious...and curiosity keeps leading us down new paths." - Walt Disney

Sandusky City Schools Mission: To provide a diverse educational experience where all students will become respected, productive, and valued members of our community.

FIRELANDS LOCAL SCHOOL DISTRICT

112 North Lake Street, South Amherst, Ohio 44001-2824

Office: (440) 965-5821 Fax: (440) 986-5990

Robert F. Hill, Ed. D.
Superintendent
(440) 965-5821

R. Bradley McCracken
Treasurer
(440) 965-5701

Michael Von Gunten
Director of Educational Services
(440) 965-5821

November 6, 2013

To Whom It May Concern,

This letter is written in support of Cleveland State University doctoral student Theodore Caleris. Mr. Caleris requested that the Firelands Local School District serve as a participant in his dissertation research regarding the impact of urbanicity (urban vs. non-urban setting) and the effects of Positive Behavior Supports on staff attitudes and school climate. Based on input from our school principals, I am approving this request.

Please feel free to contact me with questions or for clarification of my approval of the research project.

Sincerely,

Dr. Robert F. Hill
Superintendent

Theodore Caleris - Re: Research Study Participation

From: Eugene Sanders
To: Caleris, Theodore
Date: 11/6/2013 2:39 PM
Subject: Re: Research Study Participation
CC: Danhoff, David; mcdonald (Lenner), Julie

Ted;

Thanks for forwarding me the information on your study. You have my permission to proceed with data collection. Please work with Julie McDonald regarding the dates and plans for survey distribution. Please keep me posted on your progress.

Dr. Sanders

Eugene T.W. Sanders, Ph.D.
Superintendent & CEO
Sandusky City Schools
407 Decatur St.
Sandusky, OH 44870
Office: 419-984-1000
Fax: 419-626-2390
Email: ESanders@scs-k12.net
Website: www.scs-k12.net

Sandusky City Schools Mission: *To provide a diverse educational experience where all students will become respected, productive, and valued members of our community.*

>>> On 11/6/2013 at 1:33 PM, in message <527A4540.FFF6.0035.1@scs-k12.net>, Theodore Caleris <TCaleris@scs-k12.net> wrote:

> Hello Dr. Sanders -
>
> My name is Theodore Caleris and I am the Principal at Sandusky High School. My previous administrative experience was as the Principal at Brooklyn Middle School for five years. I am in the final phase of my dissertation work at Cleveland State University in the Ph.D program in Urban Education and I am inquiring as to whether you would give permission for your staff at your elementary, intermediate, middle school and high school buildings to participate in my final dissertation study. My study will look at the impact of urbanicity (urban vs. non-urban setting) and the effects of Positive Behavior Supports on staff attitudes and school climate. The survey will be distributed electronically and be composed of 53 questions. The survey should take no more than 15 minutes for staff to complete.
>
> I would like Sandusky City Schools to participate as one of the urban school districts in my study.
>
> My study will take place this fall and If you give permission, I will need only for you to notify your building principals so that they could notify their staff of the survey. You can simply reply to this email stating your agreement for Sandusky City Schools to participate in the study.

Please call my cell phone at 216.570.6437 or respond to this email should you have any questions prior to your decision. Thank you for your time and consideration.

Theodore Caleris
Principal, Sandusky High School
Sandusky City Schools
Office: 419-984-1070
"Around here, however, we don't look backwards for very long. We keep moving forward, opening up new doors and doing new things, because we're curious...and curiosity keeps leading us down new paths." - Walt Disney
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Theodore Caleris - RE: Doctoral Dissertation Fall 2013

From: Cynthia Walker <cynthia.walker@brooklyn.k12.oh.us>
To: Theodore Caleris <tcaleris@scs-k12.net>
Date: 8/26/2013 2:50 PM
Subject: RE: Doctoral Dissertation Fall 2013

Hi Ted,

Principals see no problems, please count us in. I will get that letter to you this week too! Hope you are doing ok.

Cynthia J. Walker
Superintendent
Brooklyn City Schools

From: Theodore Caleris [tcaleris@scs-k12.net]
Sent: Friday, August 16, 2013 4:36 PM
To: Cynthia Walker
Cc: Theodore Caleris
Subject: Doctoral Dissertation Fall 2013

Mrs. Walker -

My name is Ted Caleris and I am the Principal at Sandusky High School. My previous administrative experience was as the Principal at Brooklyn Middle School for five years. I am in the final phase of my dissertation work at Cleveland State University in the Ph.D program in Urban Education and I am inquiring as to whether you would give permission for your staff at your elementary and high school buildings to participate in my final dissertation study. My study will look at the impact of urbanicity (urban vs. non-urban setting) and the effects of Positive Behavior Supports on staff attitudes and school climate. The survey will be distributed electronically and be composed of 53 questions. The survey should take no more than 15 minutes for staff to complete.

I would like BCS to participate as one of the urban school districts in my study.

My study will take place this fall and If you give permission, I will need only for you to notify your building principals so that they could notify their staff of the survey. I would also need a letter on your school stationary stating your agreement for BCS to participate in the study.

Please call my cell phone at 216.570.6437 or respond to this email should you have any questions prior to your decision. Thank you for your time and consideration.

Theodore Caleris
Principal, Sandusky High School
Sandusky City Schools
Office: 419-984-1070

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Sandusky City Schools Mission: To provide a diverse educational experience where all students will become respected, productive, and valued members of our community.

Theodore Caleris - RE: Doctoral Dissertation Fall 2013

From: "Zalar, Mike" <Mike.Zalar@nocseagles.org>
To: Theodore Caleris <tcaleris@scs-k12.net>
Date: 8/16/2013 5:07 PM
Subject: RE: Doctoral Dissertation Fall 2013

Hello Theodore,

I am happy to grant permission for NOCS to be included in your dissertation study. Please let me know whatever I need to do to help facilitate this process. Say hello to Dr. Sanders for me (He was my doctoral advisor at BGSU - before he left for Toledo many years ago). Also, Chris is doing a great job here in N. Olmsted! He is a great asset to our organization!

I will look forward to hearing from you soon...

Take care!

Mike

From: Theodore Caleris [mailto:tcaleris@scs-k12.net]
Sent: Friday, August 16, 2013 4:40 PM
To: Zalar, Mike
Cc: Theodore Caleris
Subject: Doctoral Dissertation Fall 2013

Hello Dr. Zalar -

My name is Ted Caleris (I am the brother of Chris Caleris at Butternut Elementary) and I am the Principal at Sandusky High School. My previous administrative experience was as the Principal at Brooklyn Middle School for five years. I am in the final phase of my dissertation work at Cleveland State University in the Ph.D program in Urban Education and I am inquiring as to whether you would give permission for your staff at your elementary, intermediate, middle school and high school buildings to participate in my final dissertation study. My study will look at the impact of urbanicity (urban vs. non-urban setting) and the effects of Positive Behavior Supports on staff attitudes and school climate. The survey will be distributed electronically and be composed of 53 questions. The survey should take no more than 15 minutes for staff to complete.

I would like NOCS to participate as one of the non-urban school districts in my study.

My study will take place this fall and If you give permission, I will need only for you to notify your building principals so that they could notify their staff of the survey. I would also need a letter on your school stationary stating your agreement for NOCS to participate in the study.

Please call my cell phone at 216.570.6437 or respond to this email should you have any questions prior to your decision. Thank you for your time and consideration.

Theodore Caleris
Principal, Sandusky High School
Sandusky City Schools
Office: 419-984-1070

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Sandusky City Schools Mission: To provide a diverse educational experience where all students will become respected, productive, and valued members of our community.

Re: Proposal #29810-HAR-HS

Ron Reminick [rreminick@gmail.com]
Sent: Wednesday, March 13, 2013 4:08 PM
To: Ted Caleris; b.harper1@csuohio.edu
Cc: Barbara A Bryant [b.bryant@csuohio.edu]; j.jesiorowski@csuohio.edu

Dear Investigators Caleris and Harper:
Thank you for your attention to the suggestions offered by the IRB.
Your revisions and amendments satisfy the issues offered by the IRB and therefore, your research is IRB approved. Shortly, you will receive a formal letter from Barbara Bryant of the IRB office, but your study may commence as of this date.
Ron Reminick, Primary Reviewer, IRB

On Tue, Mar 5, 2013 at 8:22 AM, Ted Caleris <ted.caleris@brooklyn.k12.oh.us> wrote:

Mr. Reminick - I have attached the revised IRB submission form and have addressed the comments from your review. In addition, new site approval letters are attached on the appropriate school letterhead.

*the dates of the pilot study have been changed to reflect proper approval procedures.
*IIIc - "The survey will be turned into each building principal in a self-sealed envelope. Two consent forms will be provided to the participants. Each participant will keep one copy of the consent form and the other copy will be signed and turned in to the building principal, separate from the survey. This will ensure that the returned survey cannot be linked to the consent form. Any survey that is not returned in the sealed envelope will not be utilized in this pilot study. There is no reward for participating or consequence for not participating."
*IIIe - "A copy of the Surveys will be kept at the home of the researcher, within a specific container labeled PILOT STUDY 2013. Electronic files of the Pilot Study intrument validity resluts will be kept with the student-researcher and advisor. The data will be kept in a locked cabinet for a minimum of 3 years. The research data will be kept with the primary researcher. The original surveys will be kept in Dr. Brian Harper's office, Julka Hall, room 358. The data will be destroyed after a three-year period by means of shredding."
*new letters of authorization letters have been attached on the proper school letterhead
*the consent form has been put on school letterhead, adding Dr. Harper in the first paragraph.

I look forward to your review and approval! Thanks!

Theodore Caleris
Principal, Brooklyn Middle School
Brooklyn City School District
216-485-8126

From: Ron Reminick [rreminick@gmail.com]
Sent: Sunday, March 03, 2013 5:13 PM
To: b.harper1@csuohio.edu; Ted Caleris
Cc: a.govoni@csuohio.edu
Subject: Proposal #29810-HAR-HS

Dear Investigators Harper and Caleris:
Members of the IRB have reviewed your proposal and have the following suggestions for minor revisions:
-Remember, according to Federal IRB regulations, your research start date must be after formal IRB approval.
-IIIc: Although you state that complete privacy is guaranteed, we do not think you can promise complete privacy if signed Consent Form is personally turned in to the Principal together with the Survey results, even if it is in a sealed envelope. We would like a response to this.
-IIIe: Although copies of the data may be stored elsewhere, copies need to be available at a CSU

specific location; building and office number, and locked. This needs to be stated in the proposal.
-You should also state how and when data will be destroyed.
-Shouldn't the letters of authorization be on the respective school's letterhead (as opposed to CSU's)?
-On CSU letterhead please add and identify Brian Harper in the first paragraph.
Please address these points in your response by 1) revising the proposal, and 2) writing me that you have addressed these respective points. I will make every effort to have authorization of your proposal facilitated in a timely manner subsequent to these revisions.
Sincerely,
Ron Reminick, Primary Reviewer, IRB

Revised IRB 3-5-13

Cleveland State University

Institutional Review Board for Human Subjects in Research
Application for Project Review

I. Title Page

Date (mm/dd/yyyy): **03/05/2013** **Transaction Number (office use only):** ____
Project Title: **The Development of School Climate as Influenced by Teacher Perception of Positive Behavior Support Programming in an Urban and Non-Urban School Setting**

PRINCIPAL INVESTIGATOR OR ADVISOR
Name: (Last, First): **Harper, Brian** Title: **Assoc./Assist. Professor**
Department: **CURRICULUM & FOUNDATIONS** Campus Address: **2121 Euclid Ave. JH 358, Cleveland, OH 44115**
Electronic Mail Address: **B.Harper1@csuohio.edu**
Office Phone: **(216) 875-9770** Home Phone: (___) ___-____
Has the investigator completed the CITI course in the protection of human subjects? ☒ Yes ☐ No

CO-PRINCIPAL OR STUDENT INVESTIGATOR
Name: (Last, First): **Caleris, Theodore** Title: **Student**
Department: ____
Electronic Mail Address: **ted.caleris@brooklyn.k12.oh.us**
Office Phone: **(216) 485-8126** Home Phone: **(216) 570-6437**
Has the investigator completed the CITI course in the protection of human subjects? ☒ Yes ☐ No

If this is a student investigator, please indicate status:
☐ Undergraduate ☐ Master level student ☒ Doctoral level student
and level of involvement in the research:
☐ Assisting Faculty Research ☐ Thesis ☐ Dissertation ☒ Classroom project: Class name/number **Quantitative Analysis - EDU 802**

ADDITIONAL INVESTIGATORS? ☐ **Yes** ☒ **No** **(If yes, please complete the "Additional CSU Investigators" form.)**

PROPOSED PROJECT DURATION (research may not begin prior to IRB approval):
From (mm/dd/yyyy): **03/15/2013** To (mm/dd/yyyy): **03/29/2013** (date following anticipated approval; maximum one year later)

Please be aware that ***data collected prior to approval or outside of authorized dates may not be used.*** If your study (i.e. collection of data) will extend beyond the one year authorization, ***it is your responsibility to notify the IRB prior to expiration and request an extension.***

***Type of funding or support: **None**

FOR IRB USE ONLY

Initial Evaluation	**Final IRB Action**
☐ Approve as is	☐ Exempt Status: Project is exempt under 45 CFR 46.101 _____
☐ Requires Revision before evaluation or final action	☐ Expedited Review: Approval Category _____
☐ Full IRB review required	☐ Regular IRB approval
	☐ Other: _____

Reviewer: _____ Signature: _____ Approval Date: _____

Cleveland State University Office of Sponsored Programs and Research IRB
Form updated 11/30/2007
All other forms are obsolete
dpo

Institutional Review Board
Human Subjects in Research
Instructions and Checklist for Applicants

The Institutional Review Board (IRB) of Cleveland State University (CSU) is responsible for ensuring the protection and ethical treatment of human participants in research conducted under the auspices of the University. Accordingly, the IRB must evaluate all such research projects, in compliance with Federal Regulations. Your application to the IRB for permission to test human subjects should follow the guidelines provided below. *Proposed Departures from the guidelines should be justified thoroughly.*

Some protocols may be approved through one of the expedited or exempt categories in the Federal Regulations, and some require full Committee consideration. These determinations are made by the IRB, **not** by the researcher. If your protocol requires full Committee consideration, the University Office of Sponsored Programs and Research must receive it no later than two (2) full weeks prior to the IRB meeting; this meeting normally occurs during the first week of the month. Protocols should be submitted to the IRB, Office of Sponsored Programs and Research, 2258 Euclid Avenue, Hannifin Hall, Cleveland, OH 44115-2440 ATTN: IRB Coordinator.

Issues of Particular Concern to the IRB

- **Privacy:** In most research, subjects' willingness to participate will depend on the researcher's explanation of the project and its purpose, the subject's understanding of risks and benefits, and the assurance that the specifics of their participation will not become known to other individuals. A mismatch between your assurance to the subjects and the procedures you explain in your Project Description will lead the IRB to request revisions before approval can be granted. Issues of anonymity and confidentiality are of special concern when subjects might divulge sensitive information, including situations in which their responses might place them in jeopardy (e.g., public embarrassment, threats to job security, self-incrimination). The care with which you address these issues in your procedures is very important to the IRB approval process
- **Risk:** In much research, subjects' participation involves little or no risk. If this is genuinely the case, say so; e.g., "minimal risk," "no foreseeable risk," "no risks beyond those of daily living." If there is some risk, where physical, psychological, social, legal, or otherwise, the IRB will be particularly interested in the safeguards you implement to deal with these risks. The overall importance and soundness of the research project will be especially important if subjects are placed at some degree of risk by participating.
- **Special Populations:** Testing minors, pregnant women, prisoners, mentally retarded or disabled persons, or other special populations raises serious issues regarding risk and informed consent, which your protocol must address. On the other hand, recent federal guidelines mandate the inclusion of women and minorities in research. The nature of your subject population must be clear in your proposal, and you must provide your rationale for including/excluding identifiable subgroups based on gender and minority status.
- **IRB Procedures:** CSU's IRB receives approximately 300 applications a year, each of which must be evaluated for adequate protection of the subjects against research risks. You will enhance the acceptability of your proposal, and the speed with which the IRB can evaluate it, if your protocol is concise, deals specifically with the issues discussed in these instructions, and shows your sensitivity to the overriding concerns of ethical treatment of human subjects. Please feel free to suggest any modifications or elaboration to these instructions that would be helpful to you as you write or revise your applications.

II. Participant Information

Total number of participants: **approximately 40**
Age range (lower limit – upper limit): **23-60**
Gender: **Both**
Ethnic Minority: **None/Not applicable**
Inclusionary criteria: **must work as a teacher/educator in a school district in Ohio**
Exclusionary criteria: **students and parents will not be considered for this study**
Source of participants: **public school districts/charter schools/community schools/private schools in Ohio**

Is the data going to be extracted from records that already exist on these participants (e.g. school records, grade transcripts, medical records, etc.)?

☐ Yes ☒ No

If yes, will the data be recorded in a way that prevents subjects from being identified?

☐ Yes ☐ No

Length of participation (x time/session, y sessions, over z months): **1 session which may last approximately 10-20 minutes long to complete the survey**

Participants in Special Consideration Categories: (Check all that apply.)

☒ None
☐ Children (age range: ____)
☐ Cognitively impaired persons
☐ Prisoners
☐ Pregnant or lactating women
☐ Blind individuals
☐ Military personnel
☐ Wards of the State
☐ Institutionalized individuals
☐ Non-English speaking individuals
☐ Students
☐ Other subjects whose life circumstances may interfere with their ability to make free choice in consenting to take part in research (please specify): ____

Site(s) of data collection: **preK-3 School Building and K-8 School Building**
Letters of approval from project site officials: **are included in this submission.**

*You ***MUST*** include letters of approval from appropriate administrative officials at the facility where you will be collecting data.

III. Project Description

a. Give a concise statement of the area of research and briefly describe the purpose and objectives of your proposed research:

The purpose of this study is to measure the impact of positive behavior supports on school climate, specifically in relation to teacher perceptions and feelings towards positive behavior support programming; to identify the awareness of specific positive behavior supports used within a school setting; to determine the impact of these supports on school climate by measuring teacher attitude and perception about student achievement; and ultimately, to determine is there a statistical significance in staff perception of school climate relative to the school setting of an urban and non-urban school.

b. Provide a detailed description of how participants will be recruited and used in the project. Please include a description of the tasks subjects will be performing, the circumstances of testing, and/or the nature of the subjects' involvement.

This study will be used as a pilot study to determine the research validity and reliability of the survey instrument. In addition, this study will be used as a project for EDU 802. Teachers will be asked to participate in this study on a voluntary basis. The survey contains 56 items in the questionnaire; usinf a 4-point likert scale raning from strongly disagree to strongly agree. Teachers will be asked to complete the survey at a time which they feel would be appropriate. The survey should take you no longer than 10 minutes to complete. Teachers will be asked to participate in this pilot study due to their position as a teacher in Ohio. The survey, along with the subject consent forms will be returned to the building principal within one week of distributing the survey.

c. Make an explicit statement concerning the possible risks and benefits associated with participating in the research. Describe the nature and likelihood of possible risks (e.g., physical, psychological, social) as a result of participation in the research. Risks include even mild discomforts or inconveniences, as well as potential for disclosure of sensitive information. If a risk exists, how does it compare to those of daily living? What are your safeguards for avoiding risks, for protecting subjects' privacy, etc.?

The risks of participation in this pilot study are that teachers may potentially feel uncomfortable with the questions being asked within the survey instrument. The questions being asked are statements to be considered in the context of the school in which they work and the actual working environment. Some teacher may feel uncomfortable due to the information potentially getting back to their building-level principal. Some staff may feel pressure to answer each statement in a favorable context of the building they work in. The survey is designed to provide data for the useful fostering of a positive learning and working environment that promotes academic success among all students. The responses to the survey will be anonymous. Personal identification information will not be collected or appear anywhere on the survey and complete privacy will be guaranteed. Participation is completely voluntary and you may withdraw at any time. The survey will be turned into each building principal in a self-sealed envelope. Two consent forms will be provided to the participants. Each participant will keep one copy of the consent form and the other copy will be signed and turned in to the building principal, separate from the survey. This will ensure that the returned survey cannot be linked to the consent form. Any survey that is not returned in the sealed envelope will not be utilized in this pilot study. There is no reward for participating or consequence for not participating.

d. Describe measures to be taken to protect subjects from possible risks or discomforts.

Participation is completely voluntary and you may withdraw at any time. There is no reward for participating or consequence for not participating. The survey consent form is designed to inform the subject of his or her rights regarding their participation in this pilot study.

e. Describe precautions to ensure the privacy of subjects and confidentiality of information. Be explicit if data are sensitive. Describe coding procedures for subject identification. Include the method, location and duration of data retention. (Federal regulations require data to be maintained for at least 3 years)

The survey and consent form will be distributed to each subject in a marked enveloped identifying it as SCHOOL CLIMATE PILOT STUDY. Participants will be asked to read and sign the consent form prior to the administration of the survey. Both the survey and consent form will be turned into each building principal in a self-sealed envelope. Any survey that is not returned in the sealed envelope will not be utilized in this pilot study. Each teacher-level survey will be pre-coded with an identification number as shown on the top-right corner of each survey. Surveys will be distributed randomly to each site; for example, each site will have random surveys assigned, not in any sequential order. Example: Site A may receive surveys 001, 005, 010, 015, but the site will not receive surveys 001-010. The purpose of the random survey assignments is to ensure surveys can not be attributed and traced to any one site. A copy of the surveys will be kept at the home of the researcher, within a specific container labeled PILOT STUDY 2013. Electronic files of the Pilot Study intrument validity resluts will be kept with the student-researcher and advisor. The data will be kept in a locked cabinet for a minimum of 3 years. The research data will be kept with the primary researcher. The original surveys will be kept in Dr. Brian Harper's office, Julka Hall, room 358. The data will be destroyed after a three-year period by means of shredding.

IV. Informed Consent Form

Yes	No	N/A
☒	☐	☐
☒	☐	☐
☒	☐	☐
☒	☐	☐
☒	☐	☐
☒	☐	☐
☒	☐	☐
☒	☐	☐
☒	☐	☐

Does the Informed Consent Statement?

1. Introduce you and your research (including names and phone numbers).
2. Provide the subject with a brief, understandable explanation of the research.
3. Explain the risks and benefits.
4. Explain the details of the time commitment for participation.
5. Explain how your protocol either protects confidentiality or is anonymous.*
6. Mention that participation is voluntary, and that the subject may withdraw at any time without penalty.
7. Include the exact statement about contacting the IRB.**
8. Provide a phone number where the subject may contact you for further information (students should include a phone number for themselves and also for their supervising faculty member).
9. Have a signature/date block for the subject to complete.***

* ***Confidentiality and anonymity are not the same. Confidentiality means that the researcher will know the identity of specific subjects and their data. Anonymity means individuals' responses cannot be associated with the data they generate.***

** ***"I understand that if I have any questions about my rights as a research subject I can contact the CSU Institutional Review Board at (216) 687-3630,"*** or if a minor, ***"I understand that if I have any questions about my child's rights as a research subject I can contact the CSU Institutional Review Board at (216) 687-3630."***

*** ***If you wish to dispense with a signed consent form, for either procedural or substantive reasons, be sure to include a clear statement of your reasons and your alternate procedure for obtaining consent.***

V. Copies of Instruments and Questionnaires

To complete this application, attach a copy of all questionnaires or other instruments. This application **MUST** include copies of instrumentation before approval can be granted.

VI. CERTIFICATION/SIGNATURE

I certify that the information contained in this protocol application and all attachments is true and correct. I certify that I have received approval to conduct this research from all persons named as collaborators and from officials of the project site(s). If this protocol is approved by the Cleveland State Institutional Review Board, I agree to conduct the research according to the approved protocol. I agree not to implement any changes in the protocol until such changes have been approved by The Cleveland State Institutional Review Board. If, during the course of the research, unanticipated risks or harm to subjects are discovered, I will cease collecting data and report them to IRB immediately.

Sign Name → Principal Investigator/Faculty Advisor	Date	Print Name→ Principal Investigator/Faculty Advisor
Brian E Harper	2/18/13	Brian E. Harper
Sign Name → Co-Principal or Student Investigator	Date	Print Name→ Co-Principal or Student Investigator
Theodore CAleris	2/18/13	THEODORE CALERIS
Sign Name → Co-Principal or Student Investigator	Date	Print Name→ Co-Principal or Student Investigator
Sign Name → Co-Principal or Student Investigator	Date	Print Name→ Co-Principal or Student Investigator
Sign Name → Co-Principal or Student Investigator	Date	Print Name→ Co-Principal or Student Investigator
Sign Name → Co-Principal or Student Investigator	Date	Print Name→ Co-Principal or Student Investigator

Forward this completed form to:
Cleveland State University
Institutional Review Board
Office of Sponsored Programs and Research
2258 Euclid Avenue
Hannifin Hall
Cleveland, OH 44115-2405

Cleveland State University Office of Sponsored Programs and Research IRB
Form updated 11/30/2007
All other forms are obsolete
dpo

NORTH OLMSTED CITY SCHOOLS

March 4, 2013

To whom it may concern:

I am writing this letter to fully endorse the participation of my teaching staff in the School Climate Pilot Study being conducted by Theodore Caleris, Doctoral Student, at Cleveland State University during the Spring Semester, 2013. I and my staff have been briefed in the details of this project and fully intend to support Mr. Caleris in this endeavor.

If you have any questions regarding this letter or the participation of my teaching staff in this study, feel free to contact me at 440-829-0238.

Sincerely,

C. Caleris

Christopher Caleris
Principal, Butternut Elementary
North Olmsted City Schools
440.829.0238

LUTHER MEMORIAL SCHOOL

4464 Pearl Road
Cleveland, OH 44109
216.749.5300

An Association School of:

Trinity Lutheran Church — 2031 W. 30th Street
El Buen Pastor — 2059 West 28th Street

Margaret M. Schauer, Principal

March 4, 2013

To whom it may concern:

I am writing this letter to fully endorse the participation of my teaching staff in the School Climate Pilot Study being conducted by Theodore Caleris, Doctoral Student, at Cleveland State University during the Spring Semester, 2013. I and my staff have been briefed in the details of this project and fully intend to support Mr. Caleris in this endeavor.

If you have any questions regarding this letter or the participation of my teaching staff in this study, feel free to contact me at 440-829-0238.

Sincerely,

Peggy Schauer
Principal, Luther Memorial School
216-749-5300

APPENDIX D

FACTOR ANALYSIS

```
FACTOR
  /VARIABLES Q1 Q3 Q40 Q31 Q27 Q37 Q32 Q14 Q52 Q2 Q30 Q24 Q34 Q33 Q50 Q42 Q45
Q29 Q35 Q23 Q21 Q41 Q46 Q53 Q39 Q47 Q19 Q10 Q4 Q13 Q7 Q8 Q12 Q9 Q15 Q36 Q38 Q5
 Q6 Q11 Q16 Q17 Q18 Q20 Q25 Q22 Q26 Q28 Q43 Q44 Q48 Q49 Q51
  /MISSING LISTWISE
  /ANALYSIS Q1 Q3 Q40 Q31 Q27 Q37 Q32 Q14 Q52 Q2 Q30 Q24 Q34 Q33 Q50 Q42 Q45 Q
29 Q35 Q23 Q21 Q41 Q46 Q53 Q39 Q47 Q19 Q10 Q4 Q13 Q7 Q8 Q12 Q9 Q15 Q36 Q38 Q5
Q6 Q11 Q16 Q17 Q18 Q20 Q25 Q22 Q26 Q28 Q43 Q44 Q48 Q49 Q51
  /PRINT INITIAL EXTRACTION ROTATION
  /FORMAT SORT BLANK(.30)
  /PLOT EIGEN
  /CRITERIA FACTORS(4) ITERATE(25)
  /EXTRACTION PC
  /CRITERIA ITERATE(25)
  /ROTATION VARIMAX
  /METHOD=CORRELATION.
```

Factor Analysis

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[DataSet1] C:\Users\CET\Desktop\Dissertation Spring 2014.sav
```

Communalities

	Initial	Extraction
Q1	1.000	.653
Q3	1.000	.590
Q40	1.000	.716
Q31	1.000	.655
Q27	1.000	.561
Q37	1.000	.273
Q32	1.000	.427
Q14	1.000	.552
Q52	1.000	.279
Q2	1.000	.446
Q30	1.000	.706
Q24	1.000	.669
Q34	1.000	.657
Q33	1.000	.750
Q50	1.000	.379
Q42	1.000	.584
Q45	1.000	.630
Q29	1.000	.489
Q35	1.000	.494
Q23	1.000	.663
Q21	1.000	.597
Q41	1.000	.631
Q46	1.000	.554
Q53	1.000	.461
Q39	1.000	.483
Q47	1.000	.122
Q19	1.000	.245
Q10	1.000	.587
Q4	1.000	.403
Q13	1.000	.421
Q7	1.000	.532
Q8	1.000	.497
Q12	1.000	.665
Q9	1.000	.646
Q15	1.000	.499

Extraction Method: Principal Component Analysis.

Communalities

	Initial	Extraction
Q36	1.000	.214
Q38	1.000	.263
Q5	1.000	.081
Q6	1.000	.516
Q11	1.000	.559
Q16	1.000	.503
Q17	1.000	.305
Q18	1.000	.555
Q20	1.000	.582
Q25	1.000	.585
Q22	1.000	.476
Q26	1.000	.351
Q28	1.000	.394
Q43	1.000	.591
Q44	1.000	.649
Q48	1.000	.671
Q49	1.000	.327
Q51	1.000	.553

Extraction Method: Principal Component Analysis.

Total Variance Explained

Component	Initial Eigenvalues			Extraction Sums of Squared Loadings		
	Total	% of Variance	Cumulative %	Total	% of Variance	Cumulative %
1	19.849	37.450	37.450	19.849	37.450	37.450
2	2.700	5.094	42.544	2.700	5.094	42.544
3	2.279	4.300	46.845	2.279	4.300	46.845
4	1.864	3.517	50.362	1.864	3.517	50.362
5	1.692	3.193	53.554			
6	1.636	3.086	56.641			
7	1.436	2.709	59.350			
8	1.355	2.556	61.905			
9	1.207	2.277	64.183			
10	1.109	2.093	66.276			
11	1.037	1.956	68.232			
12	.956	1.803	70.035			
13	.862	1.627	71.662			
14	.821	1.550	73.211			
15	.802	1.514	74.725			
16	.758	1.431	76.156			
17	.738	1.393	77.549			
18	.689	1.300	78.849			
19	.676	1.276	80.125			
20	.656	1.237	81.362			
21	.601	1.135	82.497			
22	.562	1.060	83.557			
23	.535	1.009	84.566			
24	.502	.946	85.512			
25	.496	.936	86.448			
26	.477	.900	87.348			
27	.451	.852	88.199			
28	.442	.834	89.033			
29	.400	.754	89.787			
30	.392	.739	90.527			
31	.374	.706	91.233			
32	.361	.680	91.913			
33	.329	.621	92.534			
34	.324	.612	93.146			
35	.313	.590	93.736			

Extraction Method: Principal Component Analysis.

Total Variance Explained

Component	Rotation Sums of Squared Loadings		
	Total	% of Variance	Cumulative %
1	9.205	17.368	17.368
2	7.849	14.809	32.177
3	4.942	9.325	41.502
4	4.695	8.859	50.362
5			
6			
7			
8			
9			
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32			
33			
34			
35			

Extraction Method: Principal Component Analysis.

Total Variance Explained

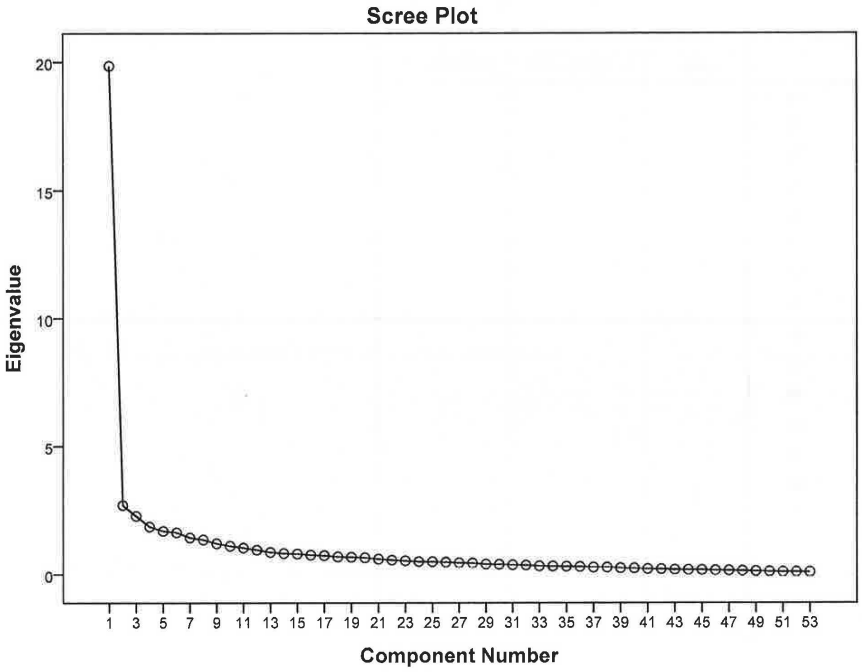
Component	Initial Eigenvalues			Extraction Sums of Squared Loadings		
	Total	% of Variance	Cumulative %	Total	% of Variance	Cumulative %
36	.301	.568	94.305			
37	.278	.525	94.830			
38	.275	.518	95.348			
39	.249	.470	95.818			
40	.244	.460	96.278			
41	.216	.408	96.686			
42	.210	.396	97.082			
43	.186	.350	97.432			
44	.180	.339	97.771			
45	.176	.332	98.103			
46	.162	.305	98.408			
47	.157	.296	98.703			
48	.143	.269	98.973			
49	.131	.248	99.220			
50	.113	.214	99.434			
51	.103	.194	99.628			
52	.102	.192	99.820			
53	.096	.180	100.000			

Extraction Method: Principal Component Analysis.

Total Variance Explained

Component	Rotation Sums of Squared Loadings		
	Total	% of Variance	Cumulative %
36			
37			
38			
39			
40			
41			
42			
43			
44			
45			
46			
47			
48			
49			
50			
51			
52			
53			

Extraction Method: Principal Component Analysis.


Scree Plot
Eigenvalue
20
15
10
5
0
1 3 5 7 9 11 13 15 17 19 21 23 25 27 29 31 33 35 37 39 41 43 45 47 49 51 53
Component Number

Component Matrix[a]

	Component			
	1	2	3	4
Q12	.805			
Q30	.804			
Q23	.802			
Q33	.796		.330	
Q34	.786			
Q24	.784			
Q48	-.779			
Q45	.775			
Q43	-.759			
Q44	-.759			
Q42	.758			
Q21	.755			
Q10	.738			
Q20	-.738			
Q7	.712			
Q46	.710			
Q8	.690			
Q25	-.688			
Q35	.681			
Q39	.672			
Q41	.668		.418	
Q9	.661		.399	
Q51	-.655			
Q1	.648		.396	
Q16	-.631			
Q15	.619		-.305	
Q6	-.618		.336	
Q4	.612			
Q18	-.610		.399	
Q31	.592	.538		
Q13	.581			
Q50	.565			
Q29	.564			
Q3	.560			.392

Extraction Method: Principal Component Analysis.

a. 4 components extracted.

Component Matrix[a]

	Component			
	1	2	3	4
Q49	-.549			
Q22	-.544		.369	
Q32	.513	.363		
Q53	.505		.394	
Q2	.493			.395
Q11	-.490	.351		-.343
Q26	-.424			.311
Q36	.414			
Q17	-.387			
Q47				
Q40	.563	.610		
Q14	.344	.579		.310
Q27	.445	.494		.317
Q28	-.381	.434		
Q37	.358	.362		
Q38		-.347		
Q19			.302	
Q5				
Q52				.360

Extraction Method: Principal Component Analysis.

a. 4 components extracted.

Rotated Component Matrix[a]

	Component			
	1	2	3	4
Q48	-.690	-.330		
Q44	-.674	-.310		
Q51	-.670			
Q18	-.652		-.350	
Q30	.636	.500		
Q23	.615	.388		
Q6	-.603		-.365	
Q29	.602			.311
Q26	-.589			
Q22	-.573		-.377	
Q42	.555	.401		
Q39	.518	.376		
Q43	-.516	-.330	-.352	-.304
Q35	.512		.338	
Q15	.503		.348	.346
Q8	.492		.358	
Q21	.488	.406		.396
Q49	-.432	-.340		
Q47				
Q9		.730		
Q41		.725		
Q33	.313	.721		
Q1		.708	.333	
Q53		.640		
Q25	-.442	-.599		
Q34	.413	.582	.342	
Q45	.450	.573		
Q24	.544	.567		
Q20	-.503	-.524		
Q16	-.472	-.518		
Q50		.515		
Q10	.310	.511	.364	.312
Q46	.379	.503		.371

Extraction Method: Principal Component Analysis.
Rotation Method: Varimax with Kaiser Normalization.

a. Rotation converged in 6 iterations.

Rotated Component Matrix[a]

	Component			
	1	2	3	4
Q12	.484	.492	.390	
Q19		.384		
Q5				
Q11			-.706	
Q3			.698	
Q2			.592	
Q28			-.560	
Q13			.470	
Q17			-.458	
Q38			.441	
Q7	.389	.358	.416	
Q4	.341		.397	
Q36				
Q40				.755
Q14				.738
Q27				.711
Q31	.329			.689
Q32	.375			.513
Q37				.475
Q52				.474

Extraction Method: Principal Component Analysis.
Rotation Method: Varimax with Kaiser Normalization.

a. Rotation converged in 6 iterations.

Component Transformation Matrix

Component	1	2	3	4
1	.634	.562	.395	.355
2	.079	-.249	-.510	.819
3	-.484	.785	-.383	.047
4	-.597	-.073	.662	.447

Extraction Method: Principal Component Analysis.
Rotation Method: Varimax with Kaiser Normalization.

```
RECODE Q20 (1=4) (2=3) (4=1) (3=2) INTO Q20r.
EXECUTE.
FACTOR
```

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  /VARIABLES Q1 Q3 Q40 Q31 Q27 Q37 Q32 Q14 Q52 Q2 Q30 Q24 Q34 Q33 Q50 Q42 Q45
Q29 Q35 Q23 Q21 Q41 Q46 Q53 Q39 Q47 Q19 Q10 Q4 Q13 Q7 Q8 Q12 Q9 Q15 Q36 Q38 Q5
 Q44r Q26r Q48r Q43r Q51r Q18r Q22r Q49r Q28r Q11r Q16r Q6r Q25r Q17r Q20r
  /MISSING LISTWISE
  /ANALYSIS Q1 Q3 Q40 Q31 Q27 Q37 Q32 Q14 Q52 Q2 Q30 Q24 Q34 Q33 Q50 Q42 Q45 Q
29 Q35 Q23 Q21 Q41 Q46 Q53 Q39 Q47 Q19 Q10 Q4 Q13 Q7 Q8 Q12 Q9 Q15 Q36 Q38 Q5
Q44r Q26r Q48r Q43r Q51r Q18r Q22r Q49r Q28r Q11r Q16r Q6r Q25r Q17r Q20r
  /PRINT INITIAL EXTRACTION ROTATION
  /FORMAT SORT BLANK(.30)
  /PLOT EIGEN
  /CRITERIA FACTORS(4) ITERATE(25)
  /EXTRACTION PC
  /CRITERIA ITERATE(25)
  /ROTATION VARIMAX
  /METHOD=CORRELATION.
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Factor Analysis

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Communalities

	Initial	Extraction
Q1	1.000	.653
Q3	1.000	.590
Q40	1.000	.716
Q31	1.000	.655
Q27	1.000	.561
Q37	1.000	.273
Q32	1.000	.427
Q14	1.000	.552
Q52	1.000	.279
Q2	1.000	.446
Q30	1.000	.706
Q24	1.000	.669
Q34	1.000	.657
Q33	1.000	.750
Q50	1.000	.379
Q42	1.000	.584
Q45	1.000	.630

Extraction Method: Principal Component Analysis.

Communalities

	Initial	Extraction
Q29	1.000	.489
Q35	1.000	.494
Q23	1.000	.663
Q21	1.000	.597
Q41	1.000	.631
Q46	1.000	.554
Q53	1.000	.461
Q39	1.000	.483
Q47	1.000	.122
Q19	1.000	.245
Q10	1.000	.587
Q4	1.000	.403
Q13	1.000	.421
Q7	1.000	.532
Q8	1.000	.497
Q12	1.000	.665
Q9	1.000	.646
Q15	1.000	.499
Q36	1.000	.214
Q38	1.000	.263
Q5	1.000	.081
Q44r	1.000	.649
Q26r	1.000	.351
Q48r	1.000	.671
Q43r	1.000	.591
Q51r	1.000	.553
Q18r	1.000	.555
Q22r	1.000	.476
Q49r	1.000	.327
Q28r	1.000	.394
Q11r	1.000	.559
Q16r	1.000	.503
Q6r	1.000	.516
Q25r	1.000	.585

Extraction Method: Principal Component Analysis.

Communalities

	Initial	Extraction
Q17r	1.000	.305
Q20r	1.000	.582

Extraction Method: Principal Component Analysis.

Total Variance Explained

Component	Initial Eigenvalues			Extraction Sums of Squared Loadings		
	Total	% of Variance	Cumulative %	Total	% of Variance	Cumulative %
1	19.849	37.450	37.450	19.849	37.450	37.450
2	2.700	5.094	42.544	2.700	5.094	42.544
3	2.279	4.300	46.845	2.279	4.300	46.845
4	1.864	3.517	50.362	1.864	3.517	50.362
5	1.692	3.193	53.554			
6	1.636	3.086	56.641			
7	1.436	2.709	59.350			
8	1.355	2.556	61.905			
9	1.207	2.277	64.183			
10	1.109	2.093	66.276			
11	1.037	1.956	68.232			
12	.956	1.803	70.035			
13	.862	1.627	71.662			
14	.821	1.550	73.211			
15	.802	1.514	74.725			
16	.758	1.431	76.156			
17	.738	1.393	77.549			
18	.689	1.300	78.849			
19	.676	1.276	80.125			
20	.656	1.237	81.362			
21	.601	1.135	82.497			
22	.562	1.060	83.557			
23	.535	1.009	84.566			
24	.502	.946	85.512			
25	.496	.936	86.448			
26	.477	.900	87.348			
27	.451	.852	88.199			
28	.442	.834	89.033			
29	.400	.754	89.787			

Extraction Method: Principal Component Analysis.

Total Variance Explained

Component	Rotation Sums of Squared Loadings		
	Total	% of Variance	Cumulative %
1	9.205	17.368	17.368
2	7.849	14.809	32.177
3	4.942	9.325	41.502
4	4.695	8.859	50.362
5			
6			
7			
8			
9			
10			
11			
12			
13			
14			
15			
16			
17			
18			
19			
20			
21			
22			
23			
24			
25			
26			
27			
28			
29			

Extraction Method: Principal Component Analysis.

Total Variance Explained

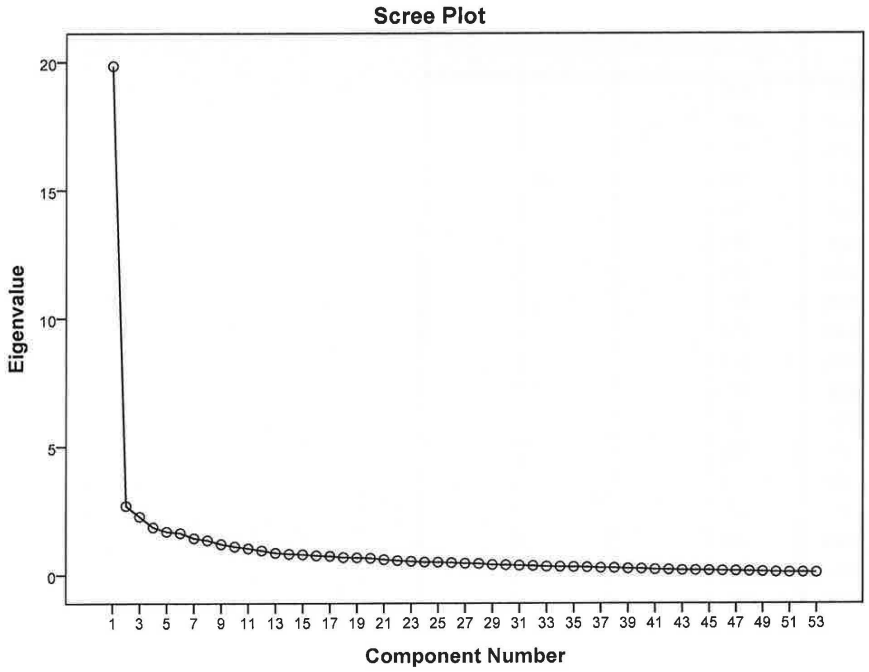
Component	Initial Eigenvalues			Extraction Sums of Squared Loadings		
	Total	% of Variance	Cumulative %	Total	% of Variance	Cumulative %
30	.392	.739	90.527			
31	.374	.706	91.233			
32	.361	.680	91.913			
33	.329	.621	92.534			
34	.324	.612	93.146			
35	.313	.590	93.736			
36	.301	.568	94.305			
37	.278	.525	94.830			
38	.275	.518	95.348			
39	.249	.470	95.818			
40	.244	.460	96.278			
41	.216	.408	96.686			
42	.210	.396	97.082			
43	.186	.350	97.432			
44	.180	.339	97.771			
45	.176	.332	98.103			
46	.162	.305	98.408			
47	.157	.296	98.703			
48	.143	.269	98.973			
49	.131	.248	99.220			
50	.113	.214	99.434			
51	.103	.194	99.628			
52	.102	.192	99.820			
53	.096	.180	100.000			

Extraction Method: Principal Component Analysis.

Total Variance Explained

Component	Rotation Sums of Squared Loadings		
	Total	% of Variance	Cumulative %
30			
31			
32			
33			
34			
35			
36			
37			
38			
39			
40			
41			
42			
43			
44			
45			
46			
47			
48			
49			
50			
51			
52			
53			

Extraction Method: Principal Component Analysis.


Scree Plot
Eigenvalue
20
15
10
5
0
1 3 5 7 9 11 13 15 17 19 21 23 25 27 29 31 33 35 37 39 41 43 45 47 49 51 53
Component Number

Component Matrix[a]

	Component			
	1	2	3	4
Q12	.805			
Q30	.804			
Q23	.802			
Q33	.796		-.330	
Q34	.786			
Q24	.784			
Q48r	.779			
Q45	.775			
Q43r	.759			
Q44r	.759			
Q42	.758			
Q21	.755			
Q10	.738			
Q20r	.738			
Q7	.712			
Q46	.710			
Q8	.690			
Q25r	.688			
Q35	.681			
Q39	.672			
Q41	.668		-.418	
Q9	.661		-.399	
Q51r	.655			
Q1	.648		-.396	
Q16r	.631			
Q15	.619		.305	
Q6r	.618		.336	
Q4	.612			
Q18r	.610		.399	
Q31	.592	.538		
Q13	.581			
Q50	.565			
Q29	.564			
Q3	.560			.392

Extraction Method: Principal Component Analysis.

a. 4 components extracted.

Component Matrix[a]

	Component			
	1	2	3	4
Q49r	.549			
Q22r	.544		.369	
Q32	.513	.363		
Q53	.505		-.394	
Q2	.493			.395
Q11r	.490	-.351		.343
Q26r	.424			-.311
Q36	.414			
Q17r	.387			
Q47				
Q40	.563	.610		
Q14	.344	.579		.310
Q27	.445	.494		.317
Q28r	.381	-.434		
Q37	.358	.362		
Q38		-.347		
Q19			-.302	
Q5				
Q52				.360

Extraction Method: Principal Component Analysis.

a. 4 components extracted.

Rotated Component Matrix[a]

	Component			
	1	2	3	4
Q48r	.690	.330		
Q44r	.674	.310		
Q51r	.670			
Q18r	.652		.350	
Q30	.636	.500		
Q23	.615	.388		
Q6r	.603		.365	
Q29	.602			.311
Q26r	.589			
Q22r	.573		.377	
Q42	.555	.401		
Q39	.518	.376		
Q43r	.516	.330	.352	.304
Q35	.512		.338	
Q15	.503		.348	.346
Q8	.492		.358	
Q21	.488	.406		.396
Q49r	.432	.340		
Q47				
Q9		.730		
Q41		.725		
Q33	.313	.721		
Q1		.708	.333	
Q53		.640		
Q25r	.442	.599		
Q34	.413	.582	.342	
Q45	.450	.573		
Q24	.544	.567		
Q20r	.503	.524		
Q16r	.472	.518		
Q50		.515		
Q10	.310	.511	.364	.312
Q46	.379	.503		.371

Extraction Method: Principal Component Analysis.
Rotation Method: Varimax with Kaiser Normalization.

a. Rotation converged in 6 iterations.

Rotated Component Matrix[a]

	Component			
	1	2	3	4
Q12	.484	.492	.390	
Q19		.384		
Q5				
Q11r			.706	
Q3			.698	
Q2			.592	
Q28r			.560	
Q13			.470	
Q17r			.458	
Q38			.441	
Q7	.389	.358	.416	
Q4	.341		.397	
Q36				
Q40				.755
Q14				.738
Q27				.711
Q31	.329			.689
Q32	.375			.513
Q37				.475
Q52				.474

Extraction Method: Principal Component Analysis.
Rotation Method: Varimax with Kaiser Normalization.

a. Rotation converged in 6 iterations.

Component Transformation Matrix

Component	1	2	3	4
1	.634	.562	.395	.355
2	.079	-.249	-.510	.819
3	.484	-.785	.383	-.047
4	-.597	-.073	.662	.447

Extraction Method: Principal Component Analysis.
Rotation Method: Varimax with Kaiser Normalization.

```
RELIABILITY
  /VARIABLES=Q48r Q44r Q51r Q18r Q30 Q23 Q6r Q29 Q26r Q22r Q42 Q39 Q43r Q35 Q1
5 Q8 Q21 Q49r
  /SCALE('ALL VARIABLES') ALL
  /MODEL=ALPHA
```

```
/SUMMARY=TOTAL.
```

Reliability

```
[DataSet1] C:\Users\CET\Desktop\Dissertation Spring 2014.sav
```

Scale: ALL VARIABLES

Case Processing Summary

		N	%
Cases	Valid	206	100.0
	Excluded[a]	0	.0
	Total	206	100.0

a. Listwise deletion based on all variables in the procedure.

Reliability Statistics

Cronbach's Alpha	N of Items
.938	18

Item-Total Statistics

	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Cronbach's Alpha If Item Deleted
Q48r	50.1942	82.752	.807	.932
Q44r	50.2282	83.143	.765	.933
Q51r	50.7864	83.379	.689	.934
Q18r	50.3835	85.389	.620	.936
Q30	50.3544	83.654	.778	.932
Q23	50.3641	83.716	.772	.933
Q6r	50.6748	84.513	.625	.936
Q29	50.9126	86.597	.580	.936
Q26r	50.9854	86.453	.469	.939
Q22r	50.5922	87.091	.551	.937
Q42	50.0680	85.947	.742	.934
Q39	50.5000	84.232	.645	.935
Q43r	50.2670	84.772	.721	.934
Q35	50.2767	85.157	.675	.935
Q15	50.3835	86.101	.614	.936
Q8	50.3010	86.260	.635	.935
Q21	50.2913	85.251	.696	.934
Q49r	50.6990	86.670	.496	.938

```
RELIABILITY
  /VARIABLES=Q9 Q41 Q33 Q1 Q53 Q25r Q34 Q45 Q24 Q20r Q16r Q50 Q10 Q46 Q12 Q19
  /SCALE('ALL VARIABLES') ALL
  /MODEL=ALPHA
  /SUMMARY=TOTAL.
```

Reliability

```
[DataSet1] C:\Users\CET\Desktop\Dissertation Spring 2014.sav
```

Scale: ALL VARIABLES

Case Processing Summary

		N	%
Cases	Valid	206	100.0
	Excluded[a]	0	.0
	Total	206	100.0

a. Listwise deletion based on all variables in the procedure.

Reliability Statistics

Cronbach's Alpha	N of Items
.933	16

Item-Total Statistics

	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Cronbach's Alpha if Item Deleted
Q9	46.6214	56.734	.716	.928
Q41	46.7670	56.492	.700	.928
Q33	46.7039	56.141	.812	.926
Q1	46.6311	56.995	.701	.928
Q53	47.1990	54.141	.572	.933
Q25r	46.8398	53.443	.730	.927
Q34	46.5097	56.563	.750	.927
Q45	46.9563	54.637	.748	.926
Q24	46.8204	54.568	.756	.926
Q20r	47.1699	52.308	.720	.928
Q16r	47.0777	53.643	.645	.930
Q50	46.7039	57.546	.573	.931
Q10	46.6796	55.672	.697	.928
Q46	46.8641	57.064	.669	.929
Q12	46.5777	54.840	.759	.926
Q19	46.2767	60.669	.238	.938

```
RELIABILITY
  /VARIABLES=Q11r Q3 Q2 Q13 Q28r Q17r Q38 Q7 Q4
  /SCALE('ALL VARIABLES') ALL
  /MODEL=ALPHA
  /SUMMARY=TOTAL.
```

Reliability

```
[DataSet1] C:\Users\CET\Desktop\Dissertation Spring 2014.sav
```

Scale: ALL VARIABLES

Case Processing Summary

		N	%
Cases	Valid	206	100.0
	Excluded[a]	0	.0
	Total	206	100.0

a. Listwise deletion based on all variables in the procedure.

Reliability Statistics

Cronbach's Alpha	N of Items
.808	9

Item-Total Statistics

	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Cronbach's Alpha if Item Deleted
Q11r	27.2476	9.553	.590	.777
Q3	27.3883	9.292	.633	.771
Q2	27.3350	9.999	.535	.785
Q13	27.1311	10.095	.535	.786
Q28r	27.2476	10.138	.420	.800
Q17r	27.3641	9.813	.408	.805
Q38	27.0146	10.785	.371	.803
Q7	27.3641	9.452	.561	.781
Q4	27.1505	10.119	.495	.790

```
RELIABILITY
  /VARIABLES=Q40 Q14 Q27 Q31 Q32 Q37 Q52
  /SCALE('ALL VARIABLES') ALL
  /MODEL=ALPHA
  /SUMMARY=TOTAL.
```

Reliability

```
[DataSet1] C:\Users\CET\Desktop\Dissertation Spring 2014.sav
```

Scale: ALL VARIABLES

Case Processing Summary

		N	%
Cases	Valid	205	99.5
	Excluded[a]	1	.5
	Total	206	100.0

a. Listwise deletion based on all variables in the procedure.

Reliability Statistics

Cronbach's Alpha	N of Items
.817	7

Item-Total Statistics

	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Cronbach's Alpha if Item Deleted
Q40	15.8244	9.616	.760	.758
Q14	15.7366	9.822	.586	.787
Q27	15.6049	10.221	.602	.785
Q31	15.7463	9.288	.698	.766
Q32	16.0634	10.736	.482	.805
Q37	15.8927	10.743	.425	.815
Q52	15.9415	11.408	.358	.823

```
COMPUTE SchoolClimate=MEAN(Q48r,Q44r,Q51r,Q18r,Q30,Q23,Q6r,Q29,Q26r,Q22r,Q42,Q
39,Q43r,Q35,Q15,Q8,Q21,Q49r).
EXECUTE.
COMPUTE Awareness=MEAN(Q9,Q41,Q33,Q1,Q53,Q25r,Q34,Q45,Q24,Q20r,Q16r,Q50,Q46,Q1
0,Q12,Q19).
VARIABLE LABELS  Awareness 'Awareness'.
EXECUTE.
COMPUTE Collegeality=MEAN(Q11r,Q3,Q2,Q28r,Q13,Q17r,Q38,Q7,Q4).
VARIABLE LABELS  Collegeality 'Collegeality'.
EXECUTE.
COMPUTE PBS=MEAN(Q40,Q14,Q27,Q31,Q32,Q37,Q52).
VARIABLE LABELS  PBS 'PBS'.
EXECUTE.
MEANS TABLES=SchoolClimate AwarofBeh Collegeality AwarePBS BY Setting
  /CELLS MEAN COUNT STDDEV
  /STATISTICS ANOVA.
```

Means

```
[DataSet1] C:\Users\CET\Desktop\Dissertation Spring 2014.sav
```

Case Processing Summary

	Cases					
	Included		Excluded		Total	
	N	Percent	N	Percent	N	Percent
SchoolClimate * Setting	206	100.0%	0	.0%	206	100.0%
Awareness * Setting	206	100.0%	0	.0%	206	100.0%
Collegeality * Setting	206	100.0%	0	.0%	206	100.0%
PBS * Setting	206	100.0%	0	.0%	206	100.0%

APPENDIX E

FREQUENCY ANALYSIS

```
FREQUENCIES VARIABLES=Role Setting Gender EXP Grade Ethnicity Education
  /STATISTICS=STDDEV VARIANCE RANGE MINIMUM MAXIMUM SEMEAN MEAN SKEWNESS SESKE
W KURTOSIS SEKURT
  /ORDER=ANALYSIS.
```

Frequencies

```
[DataSet1] E:\Dissertation Spring 2014.sav
```

Statistics

		Role	Setting	Gender	EXP	Grade
N	Valid	206	206	206	206	206
	Missing	0	0	0	0	0
Mean		1.26	1.41	.72	14.27	2.10
Std. Error of Mean		.064	.034	.031	.583	.059
Std. Deviation		.916	.493	.451	8.366	.841
Variance		.838	.243	.203	69.982	.707
Skewness		3.460	.378	-.979	.367	-.195
Std. Error of Skewness		.169	.169	.169	.169	.169
Kurtosis		10.543	-1.875	-1.053	-.363	-1.560
Std. Error of Kurtosis		.337	.337	.337	.337	.337
Range		4	1	1	36	2
Minimum		1	1	0	1	1
Maximum		5	2	1	37	3

Statistics

		Ethnicity	Education
N	Valid	206	206
	Missing	0	0
Mean		2.99	1.88
Std. Error of Mean		.018	.041
Std. Deviation		.261	.589
Variance		.068	.347
Skewness		-.440	1.040
Std. Error of Skewness		.169	.169
Kurtosis		37.919	4.129
Std. Error of Kurtosis		.337	.337
Range		4	3
Minimum		1	1
Maximum		5	4

Frequency Table

Role

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	teacher	188	91.3	91.3	91.3
	administrator	4	1.9	1.9	93.2
	counselor, psychologist	6	2.9	2.9	96.1
	other	8	3.9	3.9	100.0
	Total	206	100.0	100.0	

Setting

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	urban	122	59.2	59.2	59.2
	non-urban	84	40.8	40.8	100.0
	Total	206	100.0	100.0	

Gender

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	male	58	28.2	28.2	28.2
	female	148	71.8	71.8	100.0
	Total	206	100.0	100.0	

EXP

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1	15	7.3	7.3	7.3
	2	1	.5	.5	7.8
	3	6	2.9	2.9	10.7
	4	3	1.5	1.5	12.1
	5	10	4.9	4.9	17.0
	6	9	4.4	4.4	21.4
	7	8	3.9	3.9	25.2
	8	5	2.4	2.4	27.7
	9	9	4.4	4.4	32.0
	10	9	4.4	4.4	36.4
	11	9	4.4	4.4	40.8
	12	3	1.5	1.5	42.2
	13	7	3.4	3.4	45.6
	14	10	4.9	4.9	50.5
	15	14	6.8	6.8	57.3
	16	10	4.9	4.9	62.1
	17	8	3.9	3.9	66.0
	18	10	4.9	4.9	70.9
	19	6	2.9	2.9	73.8
	20	10	4.9	4.9	78.6
	21	5	2.4	2.4	81.1
	22	3	1.5	1.5	82.5
	23	7	3.4	3.4	85.9
	24	2	1.0	1.0	86.9
	25	8	3.9	3.9	90.8
	26	3	1.5	1.5	92.2
	27	2	1.0	1.0	93.2
	28	3	1.5	1.5	94.7
	29	1	.5	.5	95.1
	30	4	1.9	1.9	97.1
	34	3	1.5	1.5	98.5
	35	1	.5	.5	99.0
	36	1	.5	.5	99.5
	37	1	.5	.5	100.0
	Total	206	100.0	100.0	

Grade

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	elementary school	63	30.6	30.6	30.6
	middle school	59	28.6	28.6	59.2
	high school	84	40.8	40.8	100.0
	Total	206	100.0	100.0	

Ethnicity

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	african-american	1	.5	.5	.5
	Hispanic/Latino	4	1.9	1.9	2.4
	Caucasian	198	96.1	96.1	98.5
	Asian	2	1.0	1.0	99.5
	other	1	.5	.5	100.0
	Total	206	100.0	100.0	

Education

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	B.S.	42	20.4	20.4	20.4
	Masters	153	74.3	74.3	94.7
	Ph.D.	4	1.9	1.9	96.6
	other	7	3.4	3.4	100.0
	Total	206	100.0	100.0	

APPENDIX E

ANALYSIS OF VARIANCE

```
ONEWAY PBS SchoolClimate Collegeality BY Setting
  /STATISTICS DESCRIPTIVES HOMOGENEITY
  /PLOT MEANS
  /MISSING ANALYSIS.
```

Oneway

[DataSet1] E:\Dissertation Spring 2014.sav

Descriptives

		N	Mean	Std. Deviation	Std. Error
PBS	urban	122	2.5094	.50499	.04572
	non-urban	84	2.8279	.49773	.05431
	Total	206	2.6393	.52483	.03657
SchoolClimate	urban	122	2.8456	.51952	.04703
	non-urban	84	3.1462	.52604	.05740
	Total	206	2.9682	.54154	.03773
Collegeality	urban	122	3.3169	.38402	.03477
	non-urban	84	3.5357	.36062	.03935
	Total	206	3.4061	.38899	.02710

Descriptives

		95% Confidence Interval for Mean		Minimum	Maximum
		Lower Bound	Upper Bound		
PBS	urban	2.4189	2.5999	1.43	3.71
	non-urban	2.7199	2.9360	1.14	3.86
	Total	2.5672	2.7114	1.14	3.86
SchoolClimate	urban	2.7525	2.9387	1.22	3.78
	non-urban	3.0320	3.2603	1.44	3.94
	Total	2.8938	3.0426	1.22	3.94
Collegeality	urban	3.2481	3.3858	2.33	4.00
	non-urban	3.4575	3.6140	2.56	4.00
	Total	3.3527	3.4596	2.33	4.00

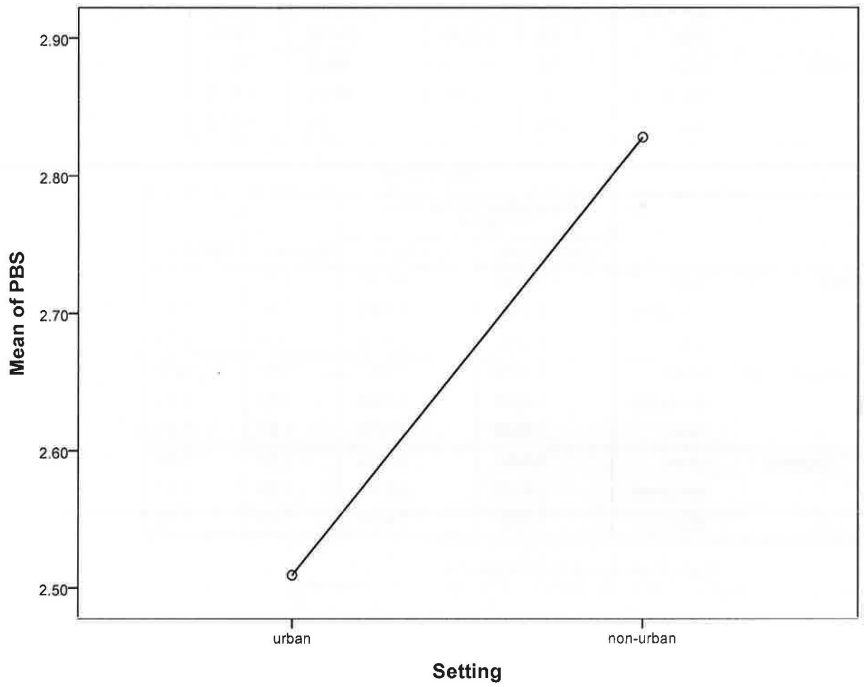
Test of Homogeneity of Variances

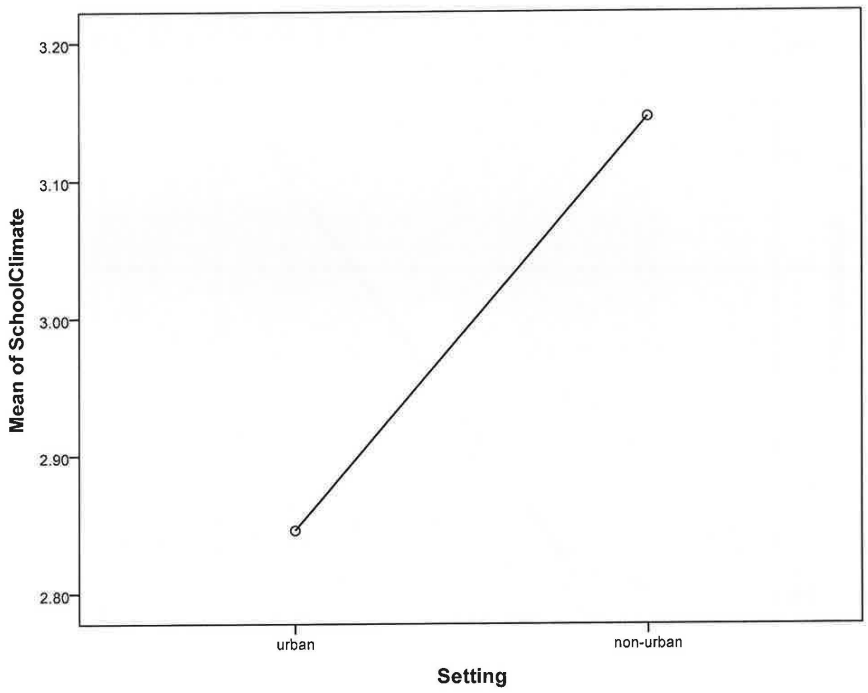
	Levene Statistic	df1	df2	Sig.
PBS	1.409	1	204	.237
SchoolClimate	.056	1	204	.814
Collegeality	.037	1	204	.847

ANOVA

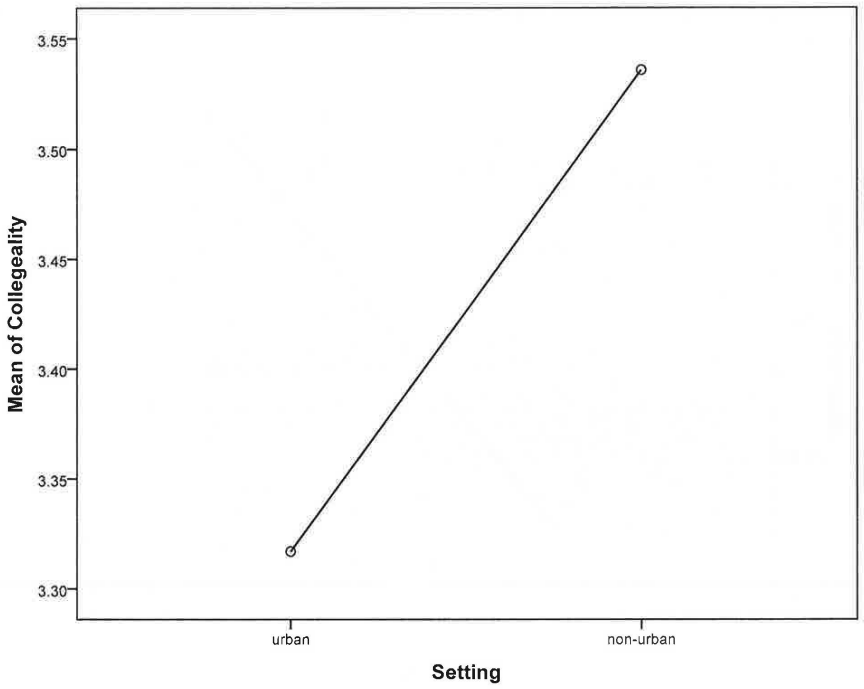
		Sum of Squares	df	Mean Square	F	Sig.
PBS	Between Groups	5.049	1	5.049	20.032	.000
	Within Groups	51.418	204	.252		
	Total	56.467	205			
SchoolClimate	Between Groups	4.493	1	4.493	16.479	.000
	Within Groups	55.625	204	.273		
	Total	60.119	205			
Collegeality	Between Groups	2.381	1	2.381	16.961	.000
	Within Groups	28.638	204	.140		
	Total	31.019	205			

Means Plots




3.20
3.10
3.00
2.90
2.80
Mean of SchoolClimate
urban
non-urban
Setting

Page 3


3.55
3.50
3.45
3.40
3.35
3.30
Mean of Collegeality
urban
non-urban
Setting

```
UNIANOVA SchoolClimate BY Setting
  /METHOD=SSTYPE(3)
  /INTERCEPT=INCLUDE
  /PRINT=OPOWER ETASQ HOMOGENEITY DESCRIPTIVE
  /CRITERIA=ALPHA(.05)
  /DESIGN=Setting.
```

Univariate Analysis of Variance

[DataSet1] E:\Dissertation Spring 2014.sav

Between-Subjects Factors

		Value Label	N
Setting	1	urban	122
	2	non-urban	84

Descriptive Statistics

Dependent Variable:SchoolClimate

Setting	Mean	Std. Deviation	N
urban	2.8456	.51952	122
non-urban	3.1462	.52604	84
Total	2.9682	.54154	206

Levene's Test of Equality of Error Variances[a]

Dependent Variable:SchoolClimate

F	df1	df2	Sig.
.056	1	204	.814

Tests the null hypothesis that the error variance of the dependent variable is equal across groups.

a. Design: Intercept + Setting

Tests of Between-Subjects Effects

Dependent Variable:SchoolClimate

Source	Type III Sum of Squares	df	Mean Square	F	Sig.	Partial Eta Squared
Corrected Model	4.493[a]	1	4.493	16.479	.000	.075
Intercept	1786.016	1	1786.016	6550.034	.000	.970
Setting	4.493	1	4.493	16.479	.000	.075
Error	55.625	204	.273			
Total	1874.994	206				
Corrected Total	60.119	205				

a. R Squared = .075 (Adjusted R Squared = .070)

Tests of Between-Subjects Effects

Dependent Variable:SchoolClimate

Source	Noncent. Parameter	Observed Power[b]
Corrected Model	16.479	.981
Intercept	6550.034	1.000
Setting	16.479	.981

b. Computed using alpha = .05

```
UNIANOVA Collegeality BY Setting
  /METHOD=SSTYPE(3)
  /INTERCEPT=INCLUDE
  /PRINT=OPOWER ETASQ HOMOGENEITY DESCRIPTIVE
  /CRITERIA=ALPHA(.05)
  /DESIGN=Setting.
```

Univariate Analysis of Variance

```
[DataSet1] E:\Dissertation Spring 2014.sav
```

Between-Subjects Factors

		Value Label	N
Setting	1	urban	122
	2	non-urban	84

Descriptive Statistics

Dependent Variable:Collegeality

Setting	Mean	Std. Deviation	N
urban	3.3169	.38402	122
non-urban	3.5357	.36062	84
Total	3.4061	.38899	206

Levene's Test of Equality of Error Variances[a]

Dependent Variable:Collegeality

F	df1	df2	Sig.
.037	1	204	.847

Tests the null hypothesis that the error variance of the dependent variable is equal across groups.

a. Design: Intercept + Setting

Tests of Between-Subjects Effects

Dependent Variable:Collegeality

Source	Type III Sum of Squares	df	Mean Square	F	Sig.	Partial Eta Squared
Corrected Model	2.381[a]	1	2.381	16.961	.000	.077
Intercept	2336.090	1	2336.090	16640.996	.000	.988
Setting	2.381	1	2.381	16.961	.000	.077
Error	28.638	204	.140			
Total	2421.000	206				
Corrected Total	31.019	205				

a. R Squared = .077 (Adjusted R Squared = .072)

Tests of Between-Subjects Effects

Dependent Variable:Collegeality

Source	Noncent. Parameter	Observed Power[b]
Corrected Model	16.961	.984
Intercept	16640.996	1.000
Setting	16.961	.984

b. Computed using alpha = .05

```
UNIANOVA PBS BY Setting
  /METHOD=SSTYPE(3)
  /INTERCEPT=INCLUDE
```

```
/PRINT=OPOWER ETASQ HOMOGENEITY DESCRIPTIVE
/CRITERIA=ALPHA(.05)
/DESIGN=Setting.
```

Univariate Analysis of Variance

[DataSet1] E:\Dissertation Spring 2014.sav

Between-Subjects Factors

		Value Label	N
Setting	1	urban	122
	2	non-urban	84

Descriptive Statistics

Dependent Variable:PBS

Setting	Mean	Std. Deviation	N
urban	2.5094	.50499	122
non-urban	2.8279	.49773	84
Total	2.6393	.52483	206

Levene's Test of Equality of Error Variances[a]

Dependent Variable:PBS

F	df1	df2	Sig.
1.409	1	204	.237

Tests the null hypothesis that the error variance of the dependent variable is equal across groups.

a. Design: Intercept + Setting

Tests of Between-Subjects Effects

Dependent Variable:PBS

Source	Type III Sum of Squares	df	Mean Square	F	Sig.	Partial Eta Squared
Corrected Model	5.049[a]	1	5.049	20.032	.000	.089
Intercept	1417.156	1	1417.156	5622.512	.000	.965
Setting	5.049	1	5.049	20.032	.000	.089
Error	51.418	204	.252			
Total	1491.416	206				
Corrected Total	56.467	205				

a. R Squared = .089 (Adjusted R Squared = .085)

Tests of Between-Subjects Effects

Dependent Variable:PBS

Source	Noncent. Parameter	Observed Power[b]
Corrected Model	20.032	.994
Intercept	5622.512	1.000
Setting	20.032	.994

b. Computed using alpha = .05