

## APPENDICES

**Appendix A**  
**Critiqued Questions**

### Critiqued Research Questions:

Email sent to High School teachers requesting permission to meet with female junior OASIS Representatives on Thursday, May 20 from 9:40-10:10 to critique research questions. A group of girls were randomly selected from failure list and cafeteria. Note: Student responses were not edited.

Student Critique of Questions: Random group of female students selected

#### **1. Describe your educational experiences**

- Student #1: "reword question" - "What kind of classes have you taken?"  
Student #2: "this question is hard to understand - What are some of the things you remember most about school?"  
Student #3: "I don't understand what this question is asking for. Maybe you could just ask, What are some things you remember most about school?"  
Student #4: "This question is good because it has a wide area that people can answer in"  
Student #5: "I don't like this question because I wouldn't know how to answer it. What R U looking for in this question?"  
  
Student #6: "I'm not sure - My education at the old West Lawn was great. The teachers had a lot of patience with me because I had problems understanding simple things. Junior High was tough and it didn't seem like I ever retained anything there. Here at Senior it's tough but I'm able to understand."  
Student #7: "You could maybe put. Describe your educational experiences with teachers you have had in the past."  
Student #8: "You can maybe ask specifically what the person does or what their experiences are I don't think just educational experiences will do. Maybe experiences from the past also."  
Student #9: "This question is really vague. It needs to be more specific because you could write a whole essay on that question."  
Student #10: "Needs more explanation Good or Bad, concerning what - the teacher, the class itself or the school as a whole"  
  
Student #11: "Education experiences? Maybe more specific"  
Student #12: "This question is hard to understand. It should be more specific such as: Describe your learning experiences. or Describe your experiences with teachers"  
Student #13: "Educational experience such as Jr. high or Sr. high. Elementary or just overall? Overall would be a very long answer and in what particular area of education because there is a lot of people learn everyday!"  
Student #14: "need to explain more, personal experiences, how much you have learned, if you like school - what? More direction to think about."  
Student #15: "Maybe add among teachers to clear it up a little. or be specific."

#### **2. Describe some experiences you have had with teachers**

- Student #1: "might want to add good and bad experiences"  
Student #2: "are they supposed to be good bad or what?"  
Student #3: "This is a good question. Maybe you could make it into two parts - one for good experiences & one for bad."  
Student #4: "I don't like this question, because there would be some kids you will say

- only negative items no matter what happens in a classroom. I wouldn't use this question at all"
- Student #5: "This is a very good question because some kids have good relationships with teachers like they can ask for help and they can come in after school"
- Student #6: "I have good experiences with teachers. I guess you could say because I'm a suck up. Art teachers are the greatest, they truly love the kids & understand everything. All other teachers just don't get it but they try. I will get very irritated with them & they know it because I let them know"
- Student #7: "That's basically what you wanted to know in #1"
- Student #8: "This is a good question, but maybe ask what kind of experience and ask them to specify what they are"
- Student #9: "Maybe ask for some good or bad experiences instead of just experiences"
- Student #10:
- Student #11: "This is a good question from my point of view there are a lot of things you could list for this one"
- Student #12: "I could answer this it is a good question."
- Student #13: "yes, that would be a good question but some could relate to a teacher in different ways."
- Student #14:
- Student #15: "on this question you could ask Describe some good and bad experiences you have had with a teacher or teachers."

### **3. What qualities are important for a teacher to have, especially when you are in their class?**

- Student #1: "Good Question"
- Student #2: "What makes a teacher easy to like when you are in their class: how do they act, what are their personalities?"
- Student #3: "Good question, no need for change."
- Student #4: "this is a good question then the students can voice their opinions about their teachers and not having to worry about getting into trouble with them"
- Student #5: "This is a good question cause some teachers put kids down. If you ask for help they should help you."
- Student #6: "Ability to understand us. Actually try to like us all. Don't expect something from someone they know the kid can't handle. Like who we are & not change us. Help us to understand what they are doing"
- Student #7: "OR what qualities are important for a teacher to have in order for you to get something out of the class?"
- Student #8: "this is a good question, ask them also what the teacher does in class while they are in there such as how the teacher teaches"
- Student #9: "This is a good question & would be easy to answer?"
- Student #10:
- Student #11: "Good question"
- Student #12: "This is a good question. Its easy to answer and understand."
- Student #13: "a good question bc to learn something you have to have a good teacher and the skills to help someone learn If they answer that question and other teachers were to review the response then maybe they could get ideas from that."
- Student #14:
- Student #15: "This is a good question!"

**4. Have you had significant relationships with different teachers? What made the relationship significant?**

Student #1: "Have you had good or bad relationships?"

Student #2: "Have you had a special relationship with a teacher? What made it special for you?"

Student #3: "I'm not understanding the significant part with these questions. Are you trying to ask if you have ever felt really close to a teacher?"

Student #4: "I also like this question because it also given them a chance to give an opinion about the teachers and also to say what's good or bad about them & their teaching style?"

Student #5: "I think this question is kind of the same question as #2"

Student #6: "Art teacher (names three) They all love the kids & love what they do & what we do"

Student #7: "This is a good one I'd be able to answer it very easily."

Student #8: "No change in the question because you're asking what made that relationship significant after asking about the relationship"

Student #9: "good question"

Student #10:

Student #11: "This is also a good one."

Student #12: "This is a good question also except it sounds like its worded wrong. Ask it like this: Do you have a significant relation with any of your teachers? What makes that relationship significant."

Student #13: I don't know about students having significant relationships w/teachers. Personally, I never have but maybe it's different in each persons case."

Student #14:

Student #15: "I think the word significant is used to strongly. It makes me feel like the teacher was my love or something."

**5. Have you thought about why you may not get along well with some teachers? Why do you think that you didn't get along?**

Student #1: "Good Questions"

Student #2: "What are things you don't like about your teachers: Why do you think that made you not like them as well?"

Student #3: "To much workding, don't need 2nd question"

Student #4: "I don't like the question because if a student don't like a teacher, they base it on how well they teach. It has nothing to do with personal thoughts"

Student #5: "I don't like this question because kids could go on for days just argueing about the facts!"

Student #6: "I don't understand & they don't help me to. I don't have patience for people who don't help me."

Student #7: "with some of you past teachers? I would take out the first sentence"

Student #8: "Maybe ask them what they or the teacher did for them not to get along also"

Student #9: "I think this is a good question"

Student #10:

Student #11: "good question."

Student #12: "I think it would be easier if you asked: Do you get along with all of your

teacher? If not why do you believe you don't get along with that teacher?  
Be more specific."

Student #13: "good question to ask to many students bc alot of student's don't get along w/them & having them anser that could make them think about it."

Student #14:

Student #15: "Good Question"

**6. Have you trusted some of your teachers? What did the teachers do that made you think you could trust them?**

Student #1: "Use Respect instead of trust."

Student #2: "good"

Student #3: "This is a good question"

Student #4: "I like this question a lot because there are some teachers students can turn to, which is good it gives them a chance to bond w/them"

Student #5: "I don't like this one either!"

Student #6: "(names two Art Teachers) They understand me & love what I do."

Student #7: "good question"

Student #8: "Ask why did you trust the teacher, maybe because something you did"

Student #9: "good question"

Student #10: "Could" (instead of Have. add "with somthing very personal?"

Student #11: "good."

Student #12: "This is a good question."

Student #13: "yes, a good question. trust in someone is a big deal in life & if you don't have trust in someone you expect to learn somthing from then what?"

Student #14:

Student #15: "Good Question"

**7. If you had a problem would you go to a teacher to help solve the problem?**

Student #1: "Good Question"

Student #2: "good"

Student #3: "Good"

Student #4: "I really don't have to much thought about this question, but it does seem like to be a good question."

Student #5: "This is a good question"

Student #6: "No probably not. I don't think there is anything teachers can really do to help. Only if it was a school related problem."

Student #7: "also a good question"

Student #8: "Good Question"

Student #9: "good question"

Student #10:

Student #11: "good"

Student #12: "This is a good question."

Student #13: "It all depends on the person your ask that would relate to question #6"

Student #14: "type of problem - personal or school related or both"

Student #15: "Good Question"

**8. Write some questions that you think would be good research questions for this study.**

Student #1:

Student #2: "this really isn't a question but I know that if I don't get along w/a teacher - I don't try as hard in that particular class - you could ask if others feel that way."

Student #3: "Do you have more problems w/male or female teachers? Why?"

Student #4: "I can't think of any, you pretty much of it covered."

Student #5: "Do some teachers put you down in school? Do teachers treat people differently then other people?"

Student #6: "I'm no sure I don't remember much from school. Maybe specific things you loved or enjoyed doing in school?"

Student #7:

Student #8:

Student #9: "?"

Student #10: "Do you prefer a certain age group or sex of teachers? Do you prefer classes that give you boundaries or classes that let you learn your own way?"

Student #11: "I think you did a good job, I can't think of any at the time"

Student #12: "Do you enjoy school? Do you like your principals."

Student #13: "good question"

Student #14: "How have techers helped you through out the year? Which years do you need the most understanding & help from teachers? Do you feel comfortable with your teachers?"

Student #15: "What does a teacher do that really gets your attention and make you learn? This lets the females open up questions."

## Appendix B

### IRB Forms





University of  
Nebraska  
Lincoln

Research Compliance Services  
Institutional Review Board  
103 Whittier Bldg.  
2255 'W' Street  
P.O. Box 830849  
Lincoln, NE 68583-0849  
(402) 472-6965  
FAX (402) 472-9323

May 3, 1999

Ms. Tamyra Pickering  
4343 Kay Avenue  
Grand Island NE 68803

IRB # 99-02-207 FB

TITLE OF PROJECT: **Catching a Glimpse of Six High School Girls and the Teachers They  
Hail as Significant: A Multiple Case Study"**

Dear Ms. Pickering:

This letter is to officially notify you of the approval of your project by the Institutional Review Board for the Protection of Human Subjects. It is the committee's opinion that you have provided adequate safeguards for the rights and welfare of the subjects in this study. Your proposal seems to be in compliance with DHHS Regulations for the Protection of Human Subjects (45 CFR 46).

1. Enclosed is the IRB approved Informed Consent form for this project. Please use this form when making copies to distribute to your participants. If it is necessary to create a new informed consent form, please send us your original so that we may approve and stamp it before it is distributed to participants.

We wish to remind you that the principal investigator or project director is responsible for keeping this Board informed of any changes involved with the procedures or methodology in this study. You should report any unanticipated problems involving risks to the subjects or others to the Board. It is also the responsibility of the principal investigator to provide the Board with an annual review and update of the research projects each year the project is in effect.

If I can provide you with additional information, please call me.

Sincerely,

A handwritten signature in black ink, appearing to read 'Bob Reid', with a long, sweeping horizontal line extending to the right.

Robert Reid, Chair  
for the IRB

xc: Dr. Donald Helmuth  
Faculty Advisor  
Unit Review Committee

## **RESEARCH CONSENT FORM FROM THE HIGH SCHOOL**

This is to confirm my approval for Tamyra Pickering of the University of Nebraska - Lincoln to conduct a collective multiple case study of six female students in my school during the 1998-99 academic year. pending consent from the girls and their parents or guardians. I also grant permission for Ms. Pickering to access school records of the girls that have agreed to participate in the study.

Name: \_\_\_\_\_

Position: \_\_\_\_\_

School: \_\_\_\_\_

Date: \_\_\_\_\_

Signature: \_\_\_\_\_

\_\_\_\_\_ Please check here if you would like the identity of your school to remain confidential.

\_\_\_\_\_ Please check here if you would like a copy of the completed dissertation of Significant Teachers. pending acceptance by the University.

Return to:  
Tamyra Pickering, 4343 Kay Ave., Grand Island, NE 68803

June 4, 1999

Dear Parent/Guardian,

I am conducting research about what female high school students think are significant teachers. I am interested in what high school girls value, think, feel and see in their relationships with teachers. I will only be talking with six girls from the high school. This study is part of the requirements for my doctoral degree.

The results of this study will be used to help educators better meet the needs of adolescent girls today, and may help educators to think of ways to help girls and boys be more successful in high school.

I will be meeting individually with your child and asking them questions about their past and present experiences with teachers. I will also have all six girls meet as a group to discuss what they value in teachers. All information the girls share will be kept confidential. None of the girls real names will be mentioned in the study. Dr. Kent Mann, the principal and myself will be the only people that know the girls that are participating in this study.

In my study I was interested in talking with those girls that didn't pass some of their classes during the 1997-98 school year. Dr. Kent Mann was helpful in identifying female students that didn't pass some of their classes during the 1998-99 academic school year. Dr. Mann then identified from that group of students, those girls that would probably be willing to talk and might enjoy talking about their experiences with teachers.

The participation of each student selected for this study is important, and I hope that you will contribute to this study's success by consenting to your daughter's participation. I have enclosed a brochure that should answer some questions you or your daughter may have about this study. If you still have questions please contact me at work, 385-5930. Thank you for you help.

Sincerely,

Tamyra Pickering

## **PARENT INFORMED CONSENT FORM**

If you **DO** want your daughter to participate in the study on significant teacher relationship, please sign below and return this form in the self-address stamped envelope by June 8, 1999.

I have been informed of the study and do want my daughter to participate.

Student's Name: \_\_\_\_\_

\_\_\_\_\_  
Parent's or Guardian's Signature Date

\_\_\_\_\_  
School Name Date

## **“SIGNIFICANT TEACHERS”**

### **BROCHURE OF THE STUDY**

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This study is being conducted with six female students at your High School. This study will ask female students about their educational experiences. This study will also ask female students to describe their relationships with their past and current teachers during the years they have been in school. Finally, this study will ask female students to talk about what they believe is important for developing a relationship with their teacher.

There are no right or wrong answers, only descriptions of girls' experiences and opinions. Participation is voluntary, although participation in this study is important to help educators learn what girls believe about developing relationships with teachers in school so teachers can help girls be successful.

This brochure answers some general questions girls might have about the this study.

***How was I selected to be in this study?***

Dr. Kent Mann identified you as a good candidate for this study. You are being invited to participate, you are not required to participate.

***How many girls are in the study?***

Six girls are being invited to participate in the study.

***What will I be asked to do?***

Each girl in the study will be asked to meet individually with Ms. Tamyra Pickering, the researcher. You will be asked about your opinions and experiences in school with teachers.

You will also be asked to meet with all six girls at the same time. This is called a focus group. You will all focus on the topic of teachers and relationships with different teachers in your school career.

***Will my grades be affected by what I say about teachers?***

No. Participation is voluntary, and will not affect your grades in any way.

***Will I be told the questions ahead of time?***

You will know the general idea of the questions that will be asked before you sign your agreement to participate in the study.

In order for the study results to be valid, each girl will talk with Ms. Pickering about their opinions and will be asked questions at that time.

***Will my teachers or parents see my answers I talk about?***

No. All answers are kept confidential. No one from your school or your family will see your answers. Ms. Pickering will be the only person that will know what you have said individually. The girls will know what you have said during the focus group discussion. Each girl will sign a paper that promises not to talk about the research with other people.

***Why are only girls in this study?***

In some ways girls and boys may have similar attitudes and experiences. But there are other ways that girls' strengths, concerns, and needs may be different. This study will focus on issues that may be unique to girls.

***Can I see the results of this study?***

Yes. You will be asked to review what Ms. Pickering writes as quotes from what you say, to make sure your quotes are correct.

You will be invited to attend Ms. Pickering's Dissertation Presentation of this study, since you are an important part of the success of this study.

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Title of Project:

***CATCHING A GLIMPSE OF SIX HIGH SCHOOL GIRLS  
AND THE TEACHERS  
THEY HAIL AS SIGNIFICANT:  
A MULTIPLE CASE STUDY***

**1. Significance of Project:**

The goal for this research is to describe from the students' perspective what they value, think, feel and see in their relationships with teachers. This study is important because teachers are in a position to influence girls and their success in school.

It is important that girls are interviewed about those significant teacher relationships that they have experienced in school so educators are aware of how these students view their relationships with former and present teachers. Themes identified by Sullivan (1997) include "teachers do not listen or understand girls, betray girls or lie, and do not care about or dislike girls". Sadker and Sadker (1994) found that sixty percent of girls say they are happy about themselves in elementary school, and only twenty-nine percent are happy about themselves in high school".

A review of literature indicates that there is considerable amount of data regarding the adults whom adolescents perceive as important, however there is a lack in that data concerning the depth and breadth of significant teacher relationships (Galbo, 1984; Sadker and Sadker, 1994 and Sullivan, 1997). This study will interview girls in depth, researching what they perceive as important and significant in their relationships with teachers.

**2. Methods and Procedures:**

This collective multiple case study will explore six female high school students' relationships with their present and former teachers. The researcher will use in-depth interviews, journaling, drawings, audio or video observations and a focus group.

The researcher will audio or video tape individual interviews, and ask students to journal and draw about their experiences. The girls will be asked to journal thoughts about teacher relationships that they remember from their school experiences.

The researcher will also audio or video tape the interviews in a focus group with all of the girls together. This focus group will discuss their experiences with teachers. The research will take place at an agreed upon location at the high school. This project will end, August of 1999.

The girls will not miss any class time for participating in this study. The amount of time required for this study is three individual interviews as well as three collective interviews in a focus group setting, resulting in six interviews for each female student.

All of the interviews will be audio or video taped because of translating exact quotes from the females. The researcher will be the only person that will review the video or audio tapes.

The research focus that the girls will be asked about is: To what extent are teachers perceived as significant adults? Sub-Questions that will guide the in-depth interviews with the girls will include:

- How do female students describe their educational experiences?
- What experiences do female students talk about when asked about their relationships with teachers?
- How do female students describe their relationships with teachers?
- What do female students see as preconditions for developing significant relationships with teachers?
- What do female students describe as evidence that guided them toward developing significant relationships with teachers?
- What do female students describe as evidence that guided them away from developing significant relationships with teachers?

The girls will be provided an opportunity to review their own quotes after they are transcribed from the video or audio tapes, but will not be provided any information that the other girls shared in their interviews. Each girl will select their own pseudonym for the research so their real names will not be used.

### **3. Describe Participants:**

These six females will be recruited by the researcher. These six females will be randomly selected from a group of at-risk students that did not successfully complete all of their courses during the 1997-98 school year. These girls will be perceived by the high school administration as good candidates for this study. The researcher will recruit from different ethnic groups, either Hispanic, African American or Caucasian, although each girl that participates will be viewed as unique to the study because they are participating in the study. Restricting the study to certain ethnic groups will not occur.

Girls were selected for this study because the researcher is a female who wants to give voice to how these girls think, what they value, feel and see in their relationships with teachers. As a female, I am in a better position to relate to these female students, compared to a male researcher. This researcher is also concerned with some of the data concerning how female students perceive their teachers. In some ways girls and boys may have similar attitudes and experiences. But there are other ways that girls' strengths, concerns, and needs may be different. This study



explores issues that may be unique for girls. These girls will be viewed as experts of their own experience and will be given an opportunity to talk about their relationships and experiences with teachers.

#### **4. Describe Benefits:**

The girls may develop a positive relationship with the other girls after participating in a focus group. This relationship may extend beyond the focus group and research project because of their common experience of participating in this project and could create a support group for the girls.

The girls may also view themselves as important and an expert of their own experiences. They may view themselves as someone in control of their experiences, someone that may in the future take an active part in developing significant relationships with teachers who they view as helpful to their success in school.

#### **Describe Risks to the Participants:**

A possible risk for the girls in this study is that a girl(s) could divulge some critical information where the safety of that girl(s) is at risk. I will need to report this information to the administration of the school for the safety and well being of the female student. I will also report the same information to Child Protective Services. Up front the girls will be informed of my ethical responsibility for their well being and safety.

Another possible risk for the girls could be the development of a dependent relationship with the researcher. It may be emotionally difficult for some of the girls to end our relationship when the research ends. It will be critical that the researcher take some time to prepare the girls for the end of the research to minimize the loss of the research relationship or the focus group.

#### **Risks to Teachers:**

The purpose of this study is to give voice to what female students describe they value, think, feel and see in their relationships with teachers. Because teachers will be discussed there is a risk that specific teachers might be identifiable based on student comments.

High School students will have experienced many teachers throughout their school career. **One critical statement that will be included in the dissertation is that the teachers described may not be from the same school district.** It is not unreasonable to expect that some of these students have moved into the school district from other school districts, thus teachers' confidentiality will be maintained.

## **5. Recruiting Procedures:**

Participants will be recruited from a mid-western high school with a total enrollment of 1,700 students.

- Some potential participants will be identified by the researcher during informal observations of a discussion group that meets monthly with the principal.

The students that participate in these monthly discussion groups with the principal were selected by their peers to represent their homeroom class. Since the researcher is unaware during these informal observations which girls fit into the at-risk category of those that did not complete all of their courses during the 1997-98 school year, the administration will determine the female students that qualify from the researcher's list and add their names to the final listing.

- The administration from the high school will add to the researcher's list those students they have been tracking from a group of 118 at-risk boys and girls at the high school. They will only select the at-risk females.
- Then, the administration from the high school will provide a final listing of possible at-risk female participants to the researcher.
- Female students will be randomly selected from this final listing of possible participants. The researcher will then contact these randomly selected girls from the final listing, inviting them to participate in the study. The selection process will end when six female students have agreed to participate in the study.

The girls will receive a brochure and an Informed Consent form to take home and discuss with their parents or guardians. The girls will be asked to return the Informed Consent forms before any research may begin.

## **6. Compensation:**

No compensation will be given to the participants for participation in the study.

## **7. Informed Consent:**

See attached brochure and Informed Consent form.

## **8. How Informed Consent will be Obtained:**

The possible participants will be contacted by the researcher and asked if they would like to participate in the study. If the girl is interested then they will be provided an Informed Consent form that they and their parents must sign before beginning the study. The participants will also be given a brochure that may answer some questions they may have concerning the study.

**9. Confidentiality will be Maintained:**

Participation is voluntary and information gathered from the girls will be kept confidential. All notes and documents gathered from the girls will be kept together in a file box. The only person that will review these documents will be the researcher.

The girls will be provided an opportunity to review their own quotes, but will not be provided any information that the other girls share in their interviews. Each girl will select their own pseudonym for the research. Confidentiality will be reviewed during

the focus group experiences during the study. All of the girls will sign an informed consent stating that they will not repeat what is discussed individually or as a focus group with anyone outside of the research group or researcher.

**10. Copy of Questionnaire:**

The girls will be interviewed individually and also as a focus group. The Grand Tour Question for this project is: To what extent are teachers perceived as significant adults?

Sub-Questions that will guide the in-depth interviews with the girls

- How do female students describe their educational experiences?
- What experiences do female students divulge when asked about their relationships with teachers?
- How do female students describe their relationships with teachers?
- What do female students perceive as preconditions for developing significant relationships with teachers?
- What do female students describe as evidence that guided them toward developing significant relationships with teachers?
- What do female students describe as evidence that guided them away from developing significant relationships with teachers?

**11. Institutional Approval:**

See attached

**12. Funding Proposal:**

None required

## **INFORMED CONSENT FORM FOR PARENT OR GUARDIAN**

### **Identification of Project:**

**“CATCHING A GLIMPSE OF SIX HIGH SCHOOL GIRLS AND THE TEACHERS THEY HAIL AS SIGNIFICANT: A MULTIPLE CASE STUDY”**

### **Purpose of Research:**

The goal for this research is to describe from the students' perspective what they value, think, feel and see in their relationships with teachers. This study is important because teachers are in a position to influence girls and their success in school.

### **Procedures:**

This study will involve six female high school students and their relationships with present and former teachers. The researcher will use individual interviews, ask students to journal and draw about their experiences. The researcher will also interview all of the girls together in a focus group. The group will focus on relationships with teachers.

The researcher will audio or video tape individual interviews, and ask students to journal and draw about their experiences. The girls will be asked to journal thoughts about teacher relationships that they remember from their school experiences.

The researcher will also audio or video tape the interviews in a focus group with all of the girls together. This focus group will discuss their experiences with teachers. The research will take place at an agreed upon location at the high school. This project will end, August of 1999.

The girls will not miss any class time for participating in this study. The amount of time required for this study is three individual interviews as well as three collective interviews in a focus group setting, resulting in six interviews for each female student.

All of the interviews will be audio or video taped because of translating exact quotes from the females. The researcher will be the only person that will review the video or audio tapes.

***Please initial that you have read and understand the information on this page***

The girls will be asked : Are teachers viewed as significant or important adults? Sub-Questions will include:

- How do female students describe their educational experiences?
- What experiences do female students talk about when asked about their relationships with teachers?
- How do female students describe their relationships with teachers?
- What do female students see as necessary for developing significant relationships with teachers?
- What do female students describe that helped them develop significant relationships with teachers?
- What do female students describe that guided them away from developing significant relationships with teachers?

The girls will be provided an opportunity to review their own quotes after they are transcribed from the video or audio tapes, but will not be provided any information that the other girls shared in their interviews. Each girl will select their own pseudonym for the research so their real names will not be used.

**Risks and Benefits:**

There are no risks or discomforts associated with this research. In the event of problems resulting from participation in the study the High School counselors will be available.

You may find participation in the research an enjoyable experience. You also may enjoy talking with the other girls in your focus group concerning their opinions and experiences of relationships with teachers.

**Please Note That:**

All information that the girls share will be kept confidential. If the girls share at any time information that they are in an unsafe situation the researcher will have an ethical responsibility to inform Dr. Kent Mann, the High School principal and Child Protective Services..

**Confidentiality:**

Participation is voluntary and information gathered from the girls will be kept confidential. All notes and documents gathered from the girls will be kept together by the researcher in a file box. The only person that will review these documents will be the researcher.

The girls will be provided an opportunity to review their own quotes, but will not be provided any information that the other girls share during their interviews. Each girl will select their own pseudonym for the research. Confidentiality will be reviewed during the focus group experiences during the study. All of the girls will sign an informed consent stating that they will not repeat what is discussed individually or as a focus group with anyone outside of the researcher or research group.

***Please initial that you have read and understand the information on this page***

**Compensation:**

None of the girls will be compensated for the time that they spend with the researcher. None of the girls will be given class credit for participating in the study. None of the girls grades will be affected for participating in the study.

**Opportunity to Ask Questions:**

You may ask any questions concerning this research and have those questions answered before agreeing to participate or during the research. You may call the investigator at any time, office phone, (308)385-5930, or after hours (308)382-4936. If you have questions concerning your rights as a research subject that have not been answered by the investigator, you may contact the University of Nebraska-Lincoln Institutional Review Board, telephone (402)472-6965.

**Freedom to Withdraw:**

You are free to decide not to participate in this study or to withdraw at any time without adversely affecting your relationship with the investigators, the University of Nebraska or your High School. Your decision will not result in any loss of benefits to which you are otherwise entitled.

**Consent, Right to Receive a Copy:**

You are voluntarily making a decision whether to participate in this research study. Your signature certified that you have decided to participate having read and understood the information presented. You will be given a copy of this consent form to keep.

Your signature **also authorizes the researcher to access your daughter's school records** for the purpose of identifying grade and attendance patterns during their school career.

Please sign and return these papers in the self-addressed mailer to the researcher. (within one week after receiving the papers)

I have been informed of the study and I **do want** my daughter to participate.

---

Parent's or Guardian's Signature

Date

---

School Name

Date

***Please initial that you have read and understand the information on this page***

Please tear off and save this page so that you may contact the researchers at any time during this study. Please return pages 1 - 3 in the self addressed stamped envelope.

**Name and phone number of investigator(s):**

Tamyra Pickering, MA,	Principal Investigator	Office: (308)385-5930
Larry Dlugosh, Ed.D.,	Secondary Investigator	Office: (402)472-3726

## **INFORMED CONSENT FORM FOR STUDENT**

### **Identification of Project:**

**“CATCHING A GLIMPSE OF SIX HIGH SCHOOL GIRLS AND THE TEACHERS  
THEY HAIL AS SIGNIFICANT: A MULTIPLE CASE STUDY”**

### **Purpose of Research:**

The goal for this research is to describe from the students' perspective what they value, think, feel and see in their relationships with teachers. This study is important because teachers are in a position to influence girls and their success in school.

### **Procedures:**

This study will involve six female high school students and their relationships with present and former teachers. The researcher will use individual interviews, ask students to journal and draw about their experiences. The researcher will also interview all of the girls together in a focus group. The group will focus on relationships with teachers.

The researcher will audio or video tape individual interviews, and ask students to journal and draw about their experiences. The girls will be asked to journal thoughts about teacher relationships that they remember from their school experiences.

The researcher will also audio or video tape the interviews in a focus group with all of the girls together. This focus group will discuss their experiences with teachers. The research will take place at an agreed upon location at the high school. This project will end, August of 1999.

The girls will not miss any class time for participating in this study. The amount of time required for this study is three individual interviews as well as three collective interviews in a focus group setting, resulting in six interviews for each female student.

All of the interviews will be audio or video taped because of translating exact quotes from the females. The researcher will be the only person that will review the video or audio tapes.

***Please initial that you have read and understand the information on this page***



The girls will be asked : Are teachers viewed as significant or important adults? Sub-Questions will include:

- How do female students describe their educational experiences?
- What experiences do female students talk about when asked about their relationships with teachers?
- How do female students describe their relationships with teachers?
- What do female students see as necessary for developing significant relationships with teachers?
- What do female students describe that helped them develop significant relationships with teachers?
- What do female students describe that guided them away from developing significant relationships with teachers?

The girls will be provided an opportunity to review their own quotes after they are transcribed from the video or audio tapes, but will not be provided any information that the other girls shared in their interviews. Each girl will select their own pseudonym for the research so their real names will not be used.

**Risks and Benefits:**

There are no risks or discomforts associated with this research. In the event of problems resulting from participation in the study the High School counselors will be available.

You may find participation in the research an enjoyable experience. You also may enjoy talking with the other girls in your focus group concerning their opinions and experiences of relationships with teachers.

**Please Note That:**

All information that the girls share will be kept confidential. If the girls share at any time information that they are in an unsafe situation the researcher will have an ethical responsibility to inform Dr. Kent Mann, the High School principal and Child Protective Services..

**Confidentiality:**

Participation is voluntary and information gathered from the girls will be kept confidential. All notes and documents gathered from the girls will be kept together by the researcher in a file box. The only person that will review these documents will be the researcher.

The girls will be provided an opportunity to review their own quotes, but will not be provided any information that the other girls share during their interviews. Each girl will select their own pseudonym for the research. Confidentiality will be reviewed during the focus group experiences during the study. All of the girls will sign an informed consent stating that they will not repeat what is discussed individually or as a focus group with anyone outside of the researcher or research group.

***Please initial that you have read and understand the information on this page***

**Compensation:**

None of the girls will be compensated for the time that they spend with the researcher. None of the girls will be given class credit for participating in the study. None of the girls grades will be affected for participating in the study.

**Opportunity to Ask Questions:**

You may ask any questions concerning this research and have those questions answered before agreeing to participate or during the research. You may call the investigator at any time, office phone, (308)385-5930, or after hours (308)382-4936. If you have questions concerning your rights as a research subject that have not been answered by the investigator, you may contact the University of Nebraska-Lincoln Institutional Review Board, telephone (402)472-6965.

**Freedom to Withdraw:**

You are free to decide not to participate in this study or to withdraw at any time without adversely affecting your relationship with the investigators, the University of Nebraska or your High School. Your decision will not result in any loss of benefits to which you are otherwise entitled.

**Consent, Right to Receive a Copy:**

You are voluntarily making a decision whether to participate in this research study. Your signature certified that you have decided to participate having read and understood the information presented. You will be given a copy of this consent form to keep.

Your signature **also authorizes the researcher to access your school records** for the purpose of identifying grade and attendance patterns during your school career.

Please sign and return these papers in the self-addressed mailer to the researcher. (within one week after receiving the papers)

I have been informed of the study and I **do want** to participate.

---

Student Signature

Date

---

School Name

Date

***Please initial that you have read and understand the information on this page***

Please tear off and save this page so that you may contact the researchers at any time during this study. Please return pages 1 - 3 in the self addressed stamped envelope.

Also please sign and return the Research Promise concerning your agreement the information that is sharing during the research project may not be shared with anyone except the researchers.

**Name and phone number of investigator(s):**

Tamyra Pickering, MA,      Principal Investigator   Office: (308)385-5930  
Larry Dlugosh, Ed.D., Secondary Investigator      Office: (402)472-3726

## RESEARCH PROMISE FROM PARTICIPANT

This is to confirm that as a participant in "Catching a Glimpse of Six High School Girls and the Teachers they Hail as Significant" I agree that I will not talk about the research with others.

I realize that I will meet and talk to Ms. Pickering, the researcher during individual interviews. I also realize that I will talk with the other research participants during our focus group sessions. As a member of this research, I realize that during interviews and focus group **everything that is stated by myself or others is confidential.**

I will talk this over with my parents or guardian and they understand that the information shared by myself or others can not be shared with them. By signing my name to this document. **I promise not to divulge any confidential information to others.**

Research Participant Signature:

Date

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I have discussed this document with my child and understand that information gathered by the researcher is confidential.

Parent or Guardian Signature:

Date

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**Appendix C**  
**Case Document Matrices**

## Documentation Records of Participants

	<b>Case 1 Molly (Green)</b>	<b>Case 2 Carmen (Blue)</b>	<b>Case 3 Sonia (Dk. Green)</b>	<b>Case 4 Ginah (Red)</b>
<b>Interview #1</b>	<b>6/9/99 8:30</b>	<b>6/9/99 10:30</b>	<b>6/11/99 8:30</b>	<b>6/14/99 10:30</b>
<b>Interview #2</b>	<b>6/16/99 8:30</b>	<b>6/16/99 10:30</b>	<b>6/17/99 8:30</b>	<b>Didn't Show Up</b>
<b>Focus Group #1</b>	<b>6/24/99 10:30</b>	<b>6/24/99 10:30</b>	<b>6/24/99 10:30</b>	<b>6/24/99 10:30</b>
<b>Focus Group #2</b>	<b>Didn't Show Up</b>	<b>7/1/99 10:30</b>	<b>7/1/99 10:30</b>	<b>7/1/99 10:30</b>
<b>Suspension Record</b>	<b>6/10/99</b>	<b>6/10/99</b>	<b>6/10/99</b>	<b>None</b>
<b>Transcript Record</b>	<b>1997- 1/9/00</b>	<b>1997- 1/9/00</b>	<b>None</b>	<b>None</b>
<b>Grades Record</b>	<b>6/10/99</b>	<b>6/9/99 1/9/00</b>	<b>6/10/99</b>	<b>1/9/00</b>
<b>Attendance Record</b>	<b>6/10/99 1/9/00</b>	<b>6/10/99 1/9/00</b>	<b>6/9/99</b>	<b>1999- 1/3/00</b>
<b>Journal Entry</b>	<b>Yes</b>	<b>No</b>	<b>Yes</b>	<b>No</b>
<b>Sketch Book Entries</b>	<b>Yes</b>	<b>No</b>	<b>No</b>	<b>No</b>

### Documentation Records of Participants

	<b>Case 5 Rachele (Gold)</b>	<b>Case 6 Talía (Ivory)</b>	<b>Case 7 Stasha (Purple)</b>	<b>Case 8 Mia (Salmon)</b>
<b>Interview #1</b>	<b>6/9/99 9:30</b>	<b>6/14/99 8:30</b>	<b>6/14/99 10:30</b>	<b>6/11/99 11:30</b>
<b>Interview #2</b>	<b>6/16/99 9:30</b>	<b>6/21/99 8:30</b>	<b>6/21/99 9:30</b>	<b>6/17/99 11:30</b>
<b>Focus Group #1</b>	<b>6/24/99 10:30</b>	<b>6/24/99 10:30</b>	<b>Didn't Show Up</b>	<b>6/24/99 10:30</b>
<b>Focus Group #2</b>	<b>Didn't Show Up</b>	<b>7/1/99 8:30</b>	<b>7/1/99 8:30</b>	<b>Didn't Show Up</b>
<b>Suspension Record</b>	<b>6/10/99</b>	<b>No</b>	<b>6/10/99</b>	<b>1/5/00</b>
<b>Transcript Record</b>	<b>1995- 1/5/00</b>	<b>No</b>	<b>1997- 1/9/00</b>	<b>1997- 1/5/00</b>
<b>Grades Record</b>	<b>6/10/99 1/9/00</b>	<b>No No</b>	<b>6/10/99 1/9/00</b>	<b>6/10/99 1/9/00</b>
<b>Attendance Record</b>	<b>6/10/99 1/4/00</b>	<b>No No</b>	<b>6/10/99 1/9/00</b>	<b>6/10/99 1/9/00</b>
<b>Journal Entry</b>	<b>Yes</b>	<b>Yes</b>	<b>No</b>	<b>No</b>
<b>Sketch Book Entries</b>	<b>No</b>	<b>Yes</b>	<b>No</b>	<b>No</b>

## Appendix D

Case Matrices and Portraits  
Cross Case Theme Matrices



## Case 1: Molly Matrix

### Interview: 6/9/99

"the reason why I'm here (summer school) is throughout my Junior year I was sick second semester of my junior year and they said because I missed so many days that I had lost my credits and I had to make up my credits and I need to make up 5 of them"

"I'm mad because I don't think it is fair for the people that are sick and brought in a doctor's note into the office"

"well I'm allergic to like everything so the doctor has to give me old fashioned remedies"

"I'm always sick cause my immune system is not that strong"

"all my friends abandoned me because of my life, even though I don't share all the time with them but they think I'm so dysfunctional and my boyfriend broke up with me because he thought that would make his parents happy and it messed me all up"

"my Biology teacher he as my Geometry and Algebra teacher for my sophomore and junior year and he is like one of the greatest teachers. like all my math teachers are really inspiring, like I love my math class to death but he spoke to me on a different level because he knows that I'm intelligent"

### Interview Cont.: 6/9/99

"I'd go in there to ask for my assignment and it would be just an excuse to talk to him he is just a super nice guy and he is just a really good friend"

"when we lived together we were pretty wealthy we had money and I was a spoiled girl but now they are divorced, they got separated like eight times so we moved out so we lived in a lot of houses I've been to three different schools"

"we had to go live with my mom's best friend to get back on our feet and that was terrible I hated that even though she is the nicest lady I don't like her to this day because my mom can't think for herself she has to have people help her think and most people don't know our life they think they do but they don't and they mess it up just because my mom can't think for herself"

"my dad isn't exactly the perfect human being, in and out of jail because of drinking and driving getting into accidents he about killed himself I think it was a suicide attempt and I was suppose to be with him that day and he was drinkin really really bad and it was over by (town) and he took his truck in one ditch"

### Interview: 6/16/99

"the thing that made me trust them is that they actually put faith in me thinkin that I was able to learn, and they, um, I actually wanted to learn"

"(teacher) he um he told me that I could do it when I was sick and he told me that he'd help me through it and that I was really smart and actually I trusted him and I did"

"I could always talk to him about everything"

"he saw what was going on in school and how distant I had become"

"he was kind of like my dad, cause my dad wasn't there a lot of times"

"I was really trying to make up my homework and teachers told me I was going to fail"

"well most teachers keep their distance, you know, that's their work and they really don't care"

"he told us it was alright to fail, and my opinion it's not. I mean, that means he don't care I guess"

"when teachers actually sit down and talk to you, then ask you if there is anything they can help you with, it really pushes your self esteem to really try hard cause they wanna teach us"

### Interview: 6/16/99

"people in that class they just keep messing around you know cause he was the hardest Biology teacher. if you didn't do any of the work you would fail, so it was really important to listen"

"shyness I have with males cause I don't trust them for the life of me I don't trust any male at all but when I'd go up to a female teacher I would probably be honest and tell her exactly what was goin on. but if I went up to a male I'd probably beat around the bush"

"my dad has been in and out of alcohol treatment about 8 times. and my mom about 4 and I was in twice"

"when I was in school and missed so many days they took me to (name) to have a drug and alcohol evaluation, but that pissed me off, I mean they were judging me, see that's how prejudice they get"

"the principal said you have to do this, well I don't have to do anything about this cause that is none of their business"

"it's so stupid, I lied my whole way through it, I did, I'm not going to tell them how much I drink cause they would stick me in that place"

## Case 1: Molly Matrix

### Video Observations:

6/24/99

"what was the question?"

"I don't like it when teachers pick their favorites"

"if they (teachers) actually go through stuff or at least pretend that they want to be there"

"I didn't go to school till 7th period cause I liked my teacher"

"he can't wait to get to school"

"he tells you how much he loves to teach"

"I didn't like my French teacher. I didn't like her at all"

### Journal Entries:

"when I'm encouraged....I feel like I am capable of actually succeeded and that people will help me out to help me to success"

"a female students has a right...to be treated equally and not different if she is not anthlete, cheerleader, popular or just because she's female. we have a right to b heard, but a lot of the time we aren't and are overlooked"

"I feel proud....when my teachers tell me I'm doing well and they appreciate my hard work and determination."

"The worst think about being a female students is being over looked and not heard. Being treated differently in situations because of your sex."

"When I see students being disrespectful to the teachers I...get kind of mad. It is then that the teachers don't take their studentys seriously because of a few incidents. Those students who do disrespect are the ones that ruin for the kids who do want to learn and respect their teacher for the ability to teach."

"I feel teachers respect"

### Academic Records:

#### 1998-1999 GPA

First Semester: 1.26  
Sceond Semester: 2.12  
I incomplete

#### 1998-1999 Attendance

Ill : 26 times  
Truant: 6 times  
Medical: 9 times  
Parent Request: 6 times

#### 1999-2000

First Semester  
Medical: 4 times  
GR: 7 times  
AD: 1 time  
AB: 1 time  
Truant: 2 times  
N: 5 times  
Parent Request: 1 time

## Case 2: Carmen Matrix

**Interview: 6/9/99**

"she wouldn't respond to me the same as she did with the other kids"

"when I don't agree with something I just say it"

"they need to think about how the students feel too"

"just don't throw it at us, help us understand"

"I just got bored with it, seems like a lot of stuff is the same over and over"

"I don't think we should use textbooks as much as we do cause they just depend on using them and not teaching"

"she makes it out like I'm totally doing everything wrong and I should've done better than that she picks out her favorites in class and like helps them out and gives them answers but then people she doesn't care for she won't even acknowledge"

"when he got mad he got mad he tell us to shut up and stuff and we watched a lot of videos and put outlines on the overhead that's all he did and he favored people too a lot the people he like would stick up for him I think there's a lot of teachers like that, they have favorites"

"she's like stare at me when I'd walk through like she was looking at what I was wearing and stuff, does that make

sense?"

**Interview: 6/16/99**

"I trust all of my teachers usually when they're nice to you, if they don't give you a reason not to"

"I've never really gotten close to a teacher before"

"he was cool, he could relate to kids, he'd talk to you everyday, he'd talk to you about things that are going on, he'd talk to you everyday, he'd ask you about stuff, I mean he was a fun teacher"

"I like to learn by doing the stuff more than like reading it out of a book, it drives me nuts, I can't stand it"

"I don't know a lot of the teachers are just boring"

"you can tell by their actions, if they're just not super nice to you or if they do the same work or you are doin the same stuff as others and you're gettin worse grades than them, just grading different, or you ask them questions and they don't answer you, but they answer others, stuff like that"

"he wasn't like a teacher that just, he'd like actually ask you questions about your life and stuff how you're doing and stuff. I don't know, he'd just talk to kids, and everyone gets along with them and stuff pretty nice guy

(voice trails off)"

"I think female techers are like jealous of the students like if ones pretty or like one then they won't like them as well"

"they need to get to know the students a little bit better and I don't know like focus on what they're wearing but like what's inside more I don't know that's all, it's hard"

### **School Records:**

#### **10/7/98 Detention**

Failure to Follow School Rules

#### **11/16/98 Detention**

Failure to Follow Instructions

#### **11/24/98 Detention**

Failure to Follow Instructions

#### **1998-99:**

Truant: 32 times  
Parent Arranged  
Absence: 5 times  
Ill: 7 times  
Substance Abuse: 2 times

#### **1998-99 GPA: Gr. 11**

First Semester: 3.0  
Second Semester: 2.41

### **Video Observations**

#### **6/24/99**

hair in a pony tail, big t-shirt and jeans

"I talked about teachers pick out people in the class they like, pick out favorites"

"you could put the camera away"

"lota teachers keep naggin on you like 20 questions, I don't think its right you know"

#### **7/1/99**

arrived with a new hair style, short shorts and a gap t-shirt for the interview volunteered to start out the discussion first

"(teachers should) be able to do more than one thing at once"

"you can tell by my grades if I like the class"

"(I) you learn absolutly nothin from (my) your bestteachers"

"teachers should be willing to give help"

"there are a lot of things that happen in H.S. that they (teachers) they know nothing about"

"I don't like it when they ask me personal questions,

I think they're being nosy "they don't know what kids do or what goes on between kids"

### **Researcher's Thoughts:**

uninterested at times: aloof

more confident during the second interview, appeared to have a secret that some of the girls knew, but wasn't willing to share with the group

### Case 3: Sonia Matrix

Interview: 6/11/99	Interview: 6/11/99	Interview: 6/17/99	Journal Entries:
"In summer school because of English Class"	for algebra it's just too long to have the same teacher"	well, he encouraged me to do different things through my art work, and he also started me thinking and because of him I think I started to write things down and express some of that through my art work, which is really a neat combination between English and Art Expression and getting your point across"	"to me it seems as if they think I am a waste of human life and a waste of time"
"grades aren't very good. 3s" "don't put forth the effort"	"when you have the same one it just seems like eons and it seems so much longer"		<b>School Records:</b>
(in marching band) "they (other students) play better, march better, are better, get better grades"	<b>Interview: 6/17/99</b>		<b>Attendance 1998-99</b>
"Trekkies Guide to the Galaxy is one of the best series written"	"you know for the first few minutes its always a little touchy but after awhile you can kinda know someone and trust with some more information plus with a research project like this where I volunteer to do this I kinda have to trust you"	"my German Teacher believe in everybody, she's just real outgoing, the way she teaches, the way she acts around the students, the way she wants to be around the students even outside of school"	Substance Abuse: 6 times Ill: 4 times Truant: 7 times Parent Request: 2 times
"I love Shakespeare"			<b>1998-1999 GPA</b>
"I like to write short stories and poems"			Junior Status First Semester: 3.08 Second Semester: 3.91
"my 9th grade art teacher, he was just an amazing person and real energetic about everything"	"what they know you have to have that understanding between two people, not to tell your secrets or their secrets"	"the best advice I could give a teacher is to be fair to everybody"	<b>1999-2000</b>
"my German teacher, she's real nice, she's more of a warmth"			Senior Status
"instead of doing tons of worksheets ta get it across we'd do board races, we'd do jeopardy, pictionary"	"basically just I don't know um just be there cause sometimes you see that some people get better treatment than others not necessarily with males and females but (pause) the best advice I could give a teacher to be fair to everybody"	"I think teachers have to trust the students as much as the student have to trust the teachers and they have to kinda believe in each other and you know just kinda have a relationship together instead of being totally separate worlds and don't	<b>Video Observations:</b>
"I think it's really neat when a student can inspire a teacher, I think that's really neat people can do that, but a lot of teachers don't allow themselves to be seen by their students outside of school, which is kind of close minded, and set in their ways"	"I've had a job since I was 12"		<b>6/24/99</b>
"I think a lot of it was that I had the same teacher for it two years in a row for that class I had him last year for geometry and this year	"like to do bodywork (oncars)"		"I think things that happen at school, leave at school, teachers shouldn't inquire about things that happen at home"
	"with a research project like this where I volunteer to do this I kinda have to trust you"		"some people learn more creative (teachers should) vary your teaching"
	"my Art Teacher, he really inspired me to do	<b>Journal Entries:</b>	"if they (teachers) shy away from you then you just cower in the corner"
		"they have dominated my life for 13 years"	
		"they have had the most influence on me than my parents" "I have spent 8 hrs. a day 5 days a wk. for 13 years with them"	
		"the only thing they teach me is that I'm not good enough to take up their time"	

## Case 4: Ginah Matrix

Interview: 6/14/99	Interview: 6/14/99	Interview: 6/14/99	Video Observations:
<p>"In summer school because I missed a lot of days"</p> <p>"I didn't make up English homework"</p> <p>"my Grandpa died and I was gone to Omaha for 4 wks."</p> <p>"(I) want to be a police officer"</p> <p>"interested in the study because of all the teachers I didn't like"</p> <p>"like guy teachers"</p> <p>"like to figure things out myself"</p> <p>"she trusts ya, so I think thats cool"</p> <p>"she's like the only one I really like"</p> <p>"he was my teacher for 7th-8th and yeah he left in 9th grade"</p> <p>"he was just easy with the class and he kind of let us work at our own pace, he always, he made bets with all the classes like if you like girls against guys and then throw a party for whoever wins and stuff like that"</p> <p>"Mr. (name), Mr. (name) and Mr. (name) were all the ones I like and they do the same stuff, that's why I like them, I don't think anybody doesn't like them"</p> <p>"Mr. (name) has done</p>	<p>that cause he told us about when he was a teenager he never got good grades and he was in trouble and he was fat and" "he told us a lot of stuff about him and I guess he made you work for what you want and I thought that was cool. Because he was like if you want this bad enough you can work for it. If you want an A you can work for it, all you need to do is like 10 problems every night and he'd grade 'em whether or not you missed all or not as long as you did them"</p> <p>"he played Pearl Jam in class or Metallica or something. He was just like a teenager, or he'd play like he couldn't play rap cause he said it wasn't school appropriate" "every once in awhile he'd play it, but we'd always watch "The Grinch That Stole Christmas" and like "Scooby Doo" and stuff like that cause they were his favorite shows so we'd watch them in class, and we'd have current events and he'd ask us bonus questions about "Scooby Doo" or the "Grinch's dog" name and stuff like that, so it was cool" (what did he teach?) "he taught Math for 7th grade and he taught History in 8th grade"</p> <p>"and they make up nicknames for the kids and stuff like that"</p> <p>"my Algebra teacher,</p>	<p>my Geometry teacher I didn't like them either, I didn't like any of the wormal teachers that I had, I don't know why, they all seem to think that their class is the only class that you have to take"</p> <p>"ah, she's really edgy, she's really like on edge all the time and she's got her favorites so if your not one of her favorite it's like (yells) 'be quiet, sit down, err', but if you're like her favorite, like (name) he could get up and like run around the room and he'd go and sit down and she wouldn't say anything to him, an then you know someone she doesn't like gets up to throw away a piece of paper she's like (yells) 'sit back down, I didn't tell you to get up'</p> <p>"nobody does anything wrong in our class, nobody mouths off to her or goes and hides at the zoo or something cause she trust you, so I guess they give her more respect then they do other teachers" - "I babysat her kids and stuff - she lives right behind me"</p>	<p>7/1/99</p> <p>Most of the time either looked down or looked at me during the interview- appeared uncomfortable with the group of girls</p> <p><b>School Records:</b></p> <p>went to Public H.S. for 4 wks., mom didn't like friends so transferred to Catholic H.S. - but (laughs) "I still keep the friends"</p> <p>9/13/-1/3/00 Absences Absent: 8 times Medical: 2 times Truant: 1 time</p> <p>Grades: 1999-2000 First Semester: 3.0</p> <p><b>Newspaper Court Records:</b> June 26, 2002 - Ginah charged with possession of methamphetamine for a June 14 incident</p> <p><b>Video Observations:</b></p> <p>7/1/99</p> <p>"when they (teachers) talk to you outside of class, treat you more like an equal, more like a friend"</p> <p>Ginah Didn't appear to interact (talk) with the other girls.</p>

## Case 5: Rachel Matrix

**Interview: 6/9/99**

"my biggest thing is what other people think of me"

"here in summer school because in 10th grade on the 5th day of school I had a confrontation with a girl in the hall resulting in a fight" "I was released from school for a calendar year" (stabbed a girl with a protractor)

"I was on probation" "it's more like a guardian angel than a probation office. someone lookin out for you"

"I was basically what people call a nerd in elementary and junior high. I had a lot of 1 on 1 contact with my teachers cause I was a nerd"

"I want to stay with my class. I used to look down, now I look up"

"when they look at me they don't just see someone that gave up right away and they didn't give up, they're gonna do it"

"my teachers gave me this attitude towards things cause my family, my family's not the type to go to college"

"my family we don't really talk about things, so at school I can talk about things there are things that I can't talk to my mom about"

"I just like talkin good

**Interview: 6/9/99**

about teachers cause they really do try to do their hardest. I mean they don't have to be there"

"(my 6th grade teacher) she honored me, asked to give a speech, after every sentence she was clapping it made you laugh and it sorta made your speech a lot better and easier you know to have someone sittin there and encouraging you so much"

**Interview: 6/16/99**

"yes, and it has happened to me, they hold a grudge, there was my 7th grade teacher who held a grudge against me because of what my brother did"

"my female teachers look at it with a fresh start, but some of my male teachers look at you like, well I already know so much so"

**Journal Entry:**

**June 14, 1999**

"the most important quality I think a teacher should have is open-mindedness"

"it would make the school environment a lot more pleasant"

"it would end a lot of student - teacher arguments"

**June 15, 1999**

"I feel teachers are respect those who return

that same respect"

"I am going to show respect to those who take the time and dedicate their lives to giving me knowledge for the future"

**June 20, 1999**

"the most important relationship that I hold in H.S. are my friends, for support, my family for emotional stability, teachers for understanding what I'm suppose to learn sitting in school"

"If I have a good relationship w/my teachers I feel comfortable asking for help and it helps me get along better in school"

"I have better relationships w/my female teachers vs males because of the extra communication I have with female teachers"

**Video Observations:**

**6/24/99**

"how to get to a student is show you care, it hurts a student to call on a certain group of student"

"if (teachers) tell you you can do it"

"things like a abuse a teacher should know" (an abuse referral was made because she showed up with bruises, she got upset and refused to return to summer school - didn't attend second video taping - but did

agree to drop off journal at a different location)

"I'm going to teach you what I know about this topic, they should put themselves in our position"

"you know what I think they should do for punishing up for missing a day, they should have the student tell you what they learned while they were gone"

overall demeanor was supportive and thoughtful of teachers

used her hands to help express her thoughts

"teachers think slack offs sit in the back of the room"

"I don't like to sit in the front of the room, I wanta know what is going on behind me"

**Interview Continued 6/9/99**

**School Records:**

**Gz. 10 GPA 1998-99**

First Semester: 2.2  
Second Semester: 2.28

**Gz. 11 GPA 1999-2000**

First Semester: 3.0

**Absences: 9/99-1/00**

Truant: 25 times  
Ill: 4 times  
Parent Request: 1 time  
Medical: 1 time

## Case 6: Talia Matrix

**Interview: 6/14/99**

"can't concentrate in like a regular class you know because all the kids are talking. The teacher is sitting there lecturing and here I'm doing really good because she never hardly ever lectures and the kids are always quiet. So, that's why my grades were slipping. I don't know it just got really hard to concentrate around everybody. Because they were just talking and you'd be sitting there doing your homework and they'd start talking to you"

(have you gone in and talked to some teachers about that, that's it's hard for you to concentrate?) "not really. There's one teacher that knows but she, no he didn't enforce it very well. And it's like I'm never doing this again"

"in 8th grade she stood by me until I got it done, that helped me cause I'm not very good at school"

"my English teacher lectured me, but it don't do any good" (when she (student) wasn't doing the work)"

"love to write"

"I'm interested in the study cause I thought it would be fun"

"I flunked English my Freshman year, I went to class. I didn't do the work"

**Interview: 6/14/99 Continued**

"yea I went to class I just didn't do the work"

"the guys get in trouble more than the girls do. And we do the same stuff they do and they get in trouble more than we do. And she's not married because she also thinks they're, she doesn't want to get married because her husband will just sit on his butt at the house and watch TV and eat. So she's single" (does she share that in class?) "yeah"

**Interview: 6/21/99**

"like if I was having problems with kids I could tell them (teachers) and they wouldn't say nothing to them"

"I felt better to talk to them(teachers)"

"with high school teachers I don't know they are just like what every you say or do they just like to and tell everybody so"

"nice, caring, trustworthy, helpful, (a perfect teacher) should like helping kids no matter what"

"in my mind I think that they don't care what goes on with you and that kind of hurts because you want them to help you but yet they won't"

**Interview: 6/21/99 Continued**

"(my) 8th grade Biology teacher believed in me"

"tell me they believed in me"

"my grades started coming up and I did a lot better when they told me that"

"my Biology teacher (was) nice one minute and not the next"

"a lot of my high school teachers really don't care if you pass or not they just want you to get out of their class"

"well, my high school teachers I don't know they are just like what ever you say or do"

**Journal Entries:**

"I wanted to mention (summer school teacher) is really a great teacher, she helped me out a lot and that is what I really needed"

"I feel proud when a teacher and/or someone else has confidence in what I do or what choices I make"

"I feel teachers respect it when the students do what they are told to do and when you get your assignments in on time that way they don't have to wait on you to go on with the next unit"

"When you go into school you don't want to hear the same old lecture every day of school."

Some kids like to work on their own pace instead of doing the pace the teacher is on."

**Video: 6/24/99**

"like in our school we have a teacher that puts down kids in front of their faces"

"I don't think that (teachers) should judge people at all"

"no matter what you do you're not goin to make the teacher change"

**Video: 7/1/99**

"teachers should be there no matter what if you ask them for help they should be willing to help you"

Wanted to hold the video camera during this interview

**Sketch Book Entries:**

"Here you go (name). I if you need help come up and I'll help you ok" (refers to summer school teacher) "thank you (teacher name)"

"You are done with summer school, you really did well and I'm proud of you" "thanks so much" Sketch Book Entry: "you guys don't ever listen to instructions and you do it just to make me mad"

"I have a question" "you guys are nothing but pigs"

## Case 7: Stasha Matrix

Interview: 6/14/99	Interview: 6/14/99	Interview: 6/21/99	Video Observations:
Will be a Junior during 1999-2000 if complete English and PE in summer school.	(talking about the baby's 15 year old father) "it doesn't matter to me cause I can do it without him, I don't need him he really tries though"	"none of my friends have kids they don't understand how I understandit"	Had moved out of mother's house and was sleeping on the floor of a friend's with her son.
"in 4th grade I stayed after school everyday till 4:00 to help her with stuff cause she was really nice and so like I talk to her sometimes like when you write those letters to your favorite teacher and she would always write me back"	"he (baby's father) was sent to jail for stealing and robbery. I stopped after I got pregnant, I used to do a lot of things that wasn't right"	"after she divorced my dad and started to have her boyfriends she's just like a teenager, she did keep our family together after she did ivorce and then she had two more kids that part I really admire"	7/1/99: Came with her son and never started a conversation with anyone. During the group interview she was alwaysasked directly. It was difficult to draw her out, sat off to a corner, placed her son's blanket next to her and oftentouched him. There wasn't expression at first, but then later in the taping she did laugh and look at the girls as they spoke.
"I think he wants to help you more" "my other teachers you asked them for help and they just look at you, its kind of hard to get along with someone like that"	Intezview: 6/21/99 "cause in my situation with my son she has dealt with that a lot she really knows it wasn't just her job, she just told me that she wanted to help me"	"I don't know where he is he did find out I had a son and he wanted to come see him, but he gotarrested"	"it is easier to learn from someone that is fun"
"an understanding teach that like gets to know you, that's the kind of teach I like"	"acting like a teacher instead of wanting to be your friend try to get along with you, but still have the control of the class"	Intezview: 7/1/99 "acting like a teacher instead of wanting to be your friend, try to get along with you, but still have the control of the class"	<u>School Records:</u> 1999-2000Attendance First Semester: Truant: 29 times Parent Request: 3 times Absent: 1 time
"at first it wasn't that bad cause I wanted to do really good i school and keep up, but after awhile I just got sick of it"	"it depends on how the day has gone some days I just want to try harder"	"haven't seen him (parent) for 7-8 years, don't know where he is"	1998-1999 GPA First Semester: 2.12 Second Semester: 2.14
"I won't live on welfare"	"I hated going to school, it was my time away from home and I could be with my friends, but then"	"he (parent) wanted to see my son but got arrested" (had previously been arrested for DWI without a license)	1999-2000 GPA First Semester: 2.83 Second Semester: 3.50 English and Spanish dropped
"he'd say you're a strong person, he always tells me all the time even when I slept in his class he didn't care he let me sleep just as long as I got everything done, he was like encouraging, most of my teachers were"	"I don't know, cause they can't really understand cause they are not in my situation so I don't know how I could explain it to them a lot of times you don't want to listen cause you don't want to understand"	(when asked about current living conditions) "not living at home, sleeping at a friend's house on the floor"	Dropped out of School: 1999-2000 school yr.
While in 10th grade during 1998-99 had a baby boy.	"I know a lot of people that have dropped out"	Video Observations: Didn't attend for the first video taping on 6/24/01	



## Case 8: Mia Matrix

Interview:	6/11/99	Interview Cont. 6/11/99	Video	Observations:	School Records:
<p>"I'd wake up and be all happy, get ready to go to school and other times I'd wake up really mad, and other times I'd like oh my gosh. I got this big test. I don't wanna do it"</p> <p>"I don't skip class. I never did, if I didn't go to school I wouldn't go to school, but if I did go to school then I would go to all my classes"</p> <p>"I barely understand anything in class and I don't want to do nothing (laughs)"</p> <p>"I try to control what I'm goin to do"</p> <p>"I want them to kind of open up, but not try to get into their business, if they didn't want them to, you know maybe ask them questions and if they are like mumbling then they don't want to answer"</p> <p>"be a friend instead of a teacher"</p> <p>"I really didn't care about nothin"</p> <p>"you know when you go to a new school, the old principal gives them your school records of all the things that you had did you know most of the times if you've been in trouble in the past they look at you as that person, instead of giving you a new start"</p> <p>"once I had a problem with one of them (math teacher)</p>	<p>cause she got mad at me for comin right when the bell rang, and she said 'you're suppose to be in your seat with your journal out' and she got on me for no reason and I thought 'oh my gosh, and after that we got on great"</p> <p><b>Interview: 6/17/99</b></p> <p>"I trusted my 3rd grade teacher"</p> <p>"I trusted my 8th grade math teacher, "I told her everything, I guess I felt like I could trust her with practically everything"</p> <p>"more like a friend than ateacher"</p> <p>"(I cussed in class, (she) took (me) to the hall to talk about why, rather than send to the office (I) waited to see if she'd tell the principal - she didn't so (I) trusted her"</p> <p>"I think if they are going to act better than us, then why are we going to pay attention"</p> <p>"I think if they acted more like us and let us speak our opinion then we'll want to listen"</p> <p>"(teachers should) put their trust in them an keep giving them (students) encouragement"</p>	<p><b>6/24/99</b></p> <p>"some people don't like to sit up front cause they're shy and stuff"</p> <p>"like one day out of the week talk about something the kids want to talk about, something that they have an opinion"</p> <p>avoided the group with her head down, appeared shy</p> <p><b>7/1/99</b></p> <p>"they (teachers) assume to know"</p> <p>"teachers that want to know what is going on in your life"</p> <p>"find out why someone doesn't want to do the work"</p> <p>"are you going to meet with us after this is over to tell us what you came up with" appeared curious about what I would be sharing in my paper</p> <p><b>School Records:</b></p> <p><b>1998-99</b></p> <p>Second Semester Freshman: GPA 3.38 Incomplete: Indus Tech</p> <p>Student turned 15 years old, March 1999</p> <p>Parole Officer during the summer of 1999. Student wears a Tracker Reason for Parole: Arrested for Assault of a female in a city park</p>	<p><b>1999-2000</b></p> <p>First Semester GPA: 4.28 Incomplete: Am Hist</p> <p>Absences: 1998-99 Truant: 54 times Ill: 9 times Substance Abuse: 1 time SODA: Boys Town 4 times Parent Request: 6 times In School Suspension: 5 times</p> <p><b>First Semester 1999-2000</b></p> <p>Trespassing: 9 times Substance Abuse: 1 time Truant: 13 times</p> <p>Attended the Alternative School</p> <p>Dropped Out</p> <p><b>2001-2002</b></p> <p>Returned to School in January for one week</p>		

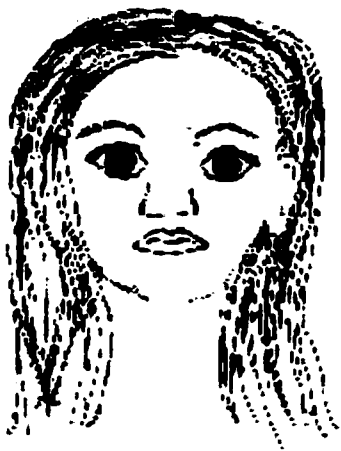
## Researcher Notes

The researcher drew each participants' portrait as a visual representation of how the girls presented themselves through their actions and words. The portraits are not true representations of the girl, but rather an image created in the researcher's mind. The purpose of these portraits were to augment their words. It was important for the researcher to connect a face with words for each girl. The faces of the girls made their stories more striking and real to the researcher. The portraits are provided for readers, so they will hold each girl's face in their mind, and remember their words as clearly as if they had actually experienced sitting down and speaking with these girls.



### Case 1: Molly

Molly wrote in her journal that she felt proud when teachers told her she was doing well. Seventeen year old Molly was guarded and secretive. Molly said she used alcohol as an escape.



### Case 2: Carmen

Carmen lacked enthusiasm, and was bored with school. Carmen said, "you learn absolutely nothing [nothing] from your best teachers." Carmen had 3 detentions for failure to follow school rules, 32 truantries and 2 substance abuse episodes during the 1998-99 school year. During 2002, it was discovered that Carmen is in the armed forces and doing very well.



#### **Case 3: Sonia**

Sonia had 6 incidents of substance abuse and 7 truancies during the 1998-99 school year. Sonia reported her grades were not good because she doesn't put forth the effort. She wrote in her journal; "I am a waste of human life, and a waste of time."



#### **Case 4: Ginah**

Seventeen year old Ginah, voiced her opinions with a wide eyed innocence combined with a is-that-enough-of-an-answer disposition. When Ginah doesn't understand her homework she asks her parents. Sometimes her parents will also just do Ginah's homework. During the summer of 2002, Ginah was picked up for methamphetamine possession.



#### **Case 5: Rachele**

At 15 Rachele was placed on probation for stabbing a girl with a protractor on her way to math class. Rachele was released from school for a year. When she returned to school and graduated a semester ahead of her class. During 2002, it was discovered that Rachele was in nursing school and doing very well.



#### **Case 6: Talia .**

Talia was timid and unsure of herself. She often covered her face when we talked. Talia said she “just want[ed] teachers to help us.” Talia shared that school was very hard for her.

#### **Case 7: Stasa**

Stasa was a petite, 16 year old student with a soft radiance. At 15, she had a son, and had great difficulty keeping up with classes. During the 1999-2000 school year, Stasa had another baby by a different father, and dropped out of school.



#### **Case 8: Mia**

Mia was someone with an inner beauty, an outrageous sense of humor, as well as an outer, harsh, threatening demeanor that got her into trouble. During 1998-1999 Mia was truant 54 times, had one substance abuse episode, 5 in-school suspensions, and experienced a Boys Town facility 4 times. Mia was on parole for assaulting another female adolescent in a city park during the 1998-1999 school year. Mia was attending summer school because the judge order her to attend. Mia wore a tracker during the summer and had to often check in with her parole officer. Mia attended the Alternative School during the fall of 1999, and dropped out a few months into school. January 2002, Mia returned to school for a week, then disappeared.

Cross Case Analysis Themes	Ally	Distant	Supporter	Pointless
<b>Case One: Molly</b>				
a) Influential Teachers Believe In You			x	
b) Influential Teachers Are Friends	x			
c) Some Teachers Are Hopeless Because of their Unconcerned Attitude		x		
<b>Case Two: Carmen</b>				
a) Influential Teachers Are Nice	x			
b) You Can Trust Influential Teachers	x			
c) You Have To Watch Out For Some Teachers Because They Are Two Faced				x
<b>Case Three: Sonia</b>				
a) Influential Teachers Inspire Students			x	
b) Some Teachers Think You Are A Waste Of Human Life		x		
<b>Case Four: Ginah</b>				
a) Influential Teachers Are Not Like A Teacher, They Are Like A Friend	x			
b) Some Teachers Have Favorites, And I'm Not One Of Them				x
<b>Case Five: Rachele</b>				
a) Influential Teachers Give You EncouragementGalore			x	
b) I'm Willing To Show Influential Teachers Respect	x			
c) I'll Trust Influential Teachers With More Than School Work	x			
d) Some Teachers Treat Students Differently According To Gender				x
e) I Feel Like A Bother To Some Teachers		x		
<b>Case Six: Talia</b>				
a) Teachers Should Help Us, It's Their Job			x	
b) Some Teachers Don't Even Care About Students		x		
c) Some Teachers Treat Students Differently According To Gender				x
<b>Case Seven: Stasha</b>				
a) Influential Teachers Get To Know You	x			
b) Influential Teachers Have Control And Order In Their Classrooms			x	
c) Some Teachers Don't Listen Because They Don't Want To Understand		x		
<b>Case Eight: Mia</b>				
a) Influential Teachers Are Thoughtful And Optimistic	x			
b) Some Teachers Are Just Hopeless Workers		x		

**Appendix E**  
**Group Matrix of Themes**

## Appendix E: Group Matrix of Themes

### Case One: Molly (green)

#### Trust

"he um he told me that I could do it when I was sick and he told me that he'd help me through it and that I was really smart and actually I trusted him and I did understand it instead of going oh ya know, he made me trust him, and I could always talk to him about everything"

"I had a different math class but I would still go down there and talk to him (laughs)"

"have I trusted some of my teachers, yea the thing that made me trust them is that they actually put faith in me thinkin that I was able to learn, then and they um I actually wanted to learn"

#### Explicit

"I loved his class cause he went through everything"

#### Friends

"I started going out with my boyfriend, and he was teachin him in another class and he would always give me heck about it like, you'll need to help him with his things" "I guess that drew us close together to be good friends"

"when teachers actually sit down and talk to you and ask you if there is anything they can help you with it really pushes your self esteem too, to really try hard cause they really wanta teach us"

"I had to come in on my own time and talk to him about it and finally he made a deal with the kids and they had to switch classes"

### Case One: Molly (green)

#### Friends Continued

"I didn't have many friends at the time cause people were always judging me because of my handicapped brother you know so retarded and stuff I couldn't get it just wasn't registering

"he's kinda like my dad, cause my dad wasn't there a lot of times and he saw what was goin on in school you know and how distant I had become second semester when I lost my boyfriend and family and everything started goin down I didn't want to talk to no one and he, he pushed it out of me cause he was my friend and he could do that he was probably my friend"

you said when you sit and talk to him you said that he doesn't really give you advice, he just sort of gives you suggestions "yea"

"well Mr. (name) would never talk about his family you know he'd just sit there and listen and Mr. (name) he'd sit there and would tell us how much he really didn't care you know"

#### Hopeless Relationship

Well, most teachers keep their distance, you know. that's their work and they really don't care yea, like they say they want us to, like my teacher he told us that it was all right to fail, and my opinion it's not, I mean, that means he don't care I guess"

"they've gotta want to teach us they've gotta wanta be there to help us and not just be there cause their job, I had a real big problem in fact this year, they really didn't want to be there to teacher, it's just a job, it

## Appendix E: Group Matrix of Themes

### Case One: Molly (green)

#### Hopeless Relationship Continued

is just their job to teach give homework and give the grade, they didn't care about the grades you got"

"if your a different race teachers look at you a different way, I know they do and there are the teacher's pets, they will help them more than they will help the whole class"

"people in that class they know they are going to fail his class, so they just keep messing around you know, cause he was the hardest biology teacher they had and if you didn't do any of your work you would fail and so it was really important to listen and he would go through the notes really fast and if you were messin around and didn't catch something he said then that meant you wouldn't get it and miss somethin on the test"

"there was this Hispanic kid that went up to the teacher one time and he um asked for help on makin up his work and I don't know the teacher just gave him a look like 'don't even bother' like you're not going to get far in life and you know the kid got the impression too and he ended up throwing it on the desk and just walked out of the room"

#### Explicit

"and things went on and she sat down with me for like five minutes just me and her one on one and I completely understood it you know it was just the fact that there were so many people around me and I was so embarrassed I didn't want to mess up, I didn't want to give it a shot so um

### Case One: Molly (green)

#### Explicit Continued

throughout grade school I always felt that people looked at me in different ways and talked behind my back most of the time"

#### Believed in You

"well what I said about Mr. (name) he actually believed that I could make it after missing so many days of school when somebody believes in you you know it's all right you know you go about as long as you try your hardest they know when you give it your best shot, I don't um, basically as long as they show they care and everything about your grades"

"by encouraging them she (teacher) actually wants them to succeed"

#### Don't Trust

"shyness I have with males cause I don't trust them for the life of me I don't trust any male at all but when i go up to a female teacher I would probably be honest and tell her exactly what was goin on, but if I went up to a male I'd probably just beat around the bush"



## Appendix E: Group Matrix of Themes

### Case Two: Carmen (blue)

#### Trust

“there’s teachers that know me when I get upset. and they say okay let’s talk about it and it works out”

“I trusted all of my teachers usually when they’re nice to you, if they don’t give you a reason not to like them. that’s pretty um a hard question more or less, (clicking pen)”

“to expect to have a good student you need to put trust on them and they can trust you to me and don’t go behind their back an say stuff about um like to other teachers and what I think I think ya’d just have to know you have said. make students think that you act like you care about them in school, show them that you are going to be there and help them and stuff”

#### Respect

“if they want respect they have to show us respect in return, cause how you act, like if they are going to be rude then you’re not gonna wanna cooperate with them. I don’t know”

“they have to teach you too they can’t just stick to their usual routine everyday, they have to make it interesting keep kids in mind in the class, so you’re not so bored all the time and don’t want to come in”

#### Encouragement

“I think a student works better when they are encouraged, when they think someone cares”

“I don’t know if encouraging is like pulling me in all the time and telling me I have a lot

### Case Two: Carmen (blue)

#### Encouragement Continued

of potential encouraging me, makes me want to go away”

“by telling them nice job or I never expected this from you, you did a really nice job”

“I think encouragement also is like if they play games or they reward you in some way, it makes them want to learn more”

#### Hopeless Relationship

“the Chemistry teacher she just doesn’t know whats going on half the time she’ll tell you one thing then she’ll go and tell you a totally different thing”

“if you missed one little thing he gave you a 60. it was pointless, I don’t understand that cause you sat there and did all the work and you miss one thing and you get a 60 and there are people that don’t even do the notebook and they get a 60, that doesn’t make sense”

“ I get mad and I blow up at him and I state my facts and what I believe and he says ‘well I believe’ and we just go around and I then I just kind of sit there and do ‘yea’

“I’ll say why don’t we do this instead of this cause it would make more sense to do this and sometimes they might or say well this is what we’re going to do”

“I think teachers expect us to come to school, be on time, do you work, get your homework done, and you’ll be a great student, but if you do mess around it’s like watch out”

## Appendix E: Group Matrix of Themes

### Case Two: Carmen (blue)

#### Hopeless Relationship Continued

“the thing about teachers is if you’re not a big jock and you’re not smart they get really, they don’t care if you are there or not I think they’re real lenient on people that do sports”

“I didn’t like it cause you wouldn’t learn anything you would just copy and oh we had packets too, it was just pointless stuff and if you were there every day, he would like raise your grade a whole grade, you could miss up to four days, you know, it’s like an easy class you don’t learn anything, it’s just a waste of time”

“usually there is a couple of us that usually start yellin out. that’s not what you told us before, usually it was there in front of the whole class so, everybody listens for stuff like that so they can catch on it, they listen for their faults, maybe that’s what the teachers do too. I don’t know”

“I think a lot of it is if I don’t like the teacher then I don’t do so good that’s how it was in Chemistry, I just didn’t like the teacher, so I just didn’t do it, a lot of it has to do with the teacher. if they like us then the students are going to do better”

“they need to focus on students in school and not worry about how they come to school or what they do outside of school, anything like that”

“some just went to other teachers to get help she was like a ditz she didn’t know what she was doing half the time, he husband right now is going through, they found cancer in his right lung so she’s been gone a lot and when she wasn’t there I did

### Case Two: Carmen (blue)

#### Hopeless Relationship Continued

better with the sub, she was really nice you know”

“you can tell by their actions, if they’re just not super nice to you or if they do the same work or you are doin the same stuff as others and you’re gettin worse grades than them, just grading different, or you ask them questions and they don’t answer you, but they answer others. stuff like that”

“explains stuff better, ask us if we understand, just don’t throw it at us, help us to understand it and if we don’t get upset and don’t throw it at us go back over it and doesn’t rush to get us to do your assignments in class we can do them outside of class as long as we understand them”

“she makes it out like I’m totally doing everything wrong and I should’ve done better than that. she picks out her favorites in class and like helps them out and gives them answers but then people she doesn’t care for she won’t even acknowledge”

“like Mrs. (name), she’d like stare at me when I’d walk through like she was looking at what I was wearing and stuff, does that make sense?”

“it like totally made you feel uncomfortable especially in class”

“I thought she was kind of weird towards me she would always like graded me different, she didn’t like ah like if I’d ask her somethun she wouldn’t respond to me the same as she did with the other kids”

## Appendix E: Group Matrix of Themes

### Case Two: Carmen (blue)

#### Hopeless Relationship Continued

"can't just come out and trust a teacher that is mean to you I think teachers put out a lot of I don't know how to say it, they label you"

#### It All Depends on Looks

"I think a lot of female teachers are like jealous of the students like if ones pretty or like one then they won't like them as well, like visa versa kinda girls. they are not as cleaned up girls. they won't help them either I think it all depends on looks and actions and everything and what they do and a lot of teacher are just different"

"they need to get to know the students a little bit better and I don't know like focus on what they're wearing but like what's inside more I don't know that's all it's hard"

#### Believe in You

"if you believe in someone you have to wanna be like them in a way too because if you believe in someone like what they think and stuff its gonna be easier to follow what they do and you're gonna get along with them better. I don't know"

"Mr (name) (believed in Carmen)"

"teachers have a lot of say so I think teachers should. you should believe in teachers and they should believe in you it's all there is to it"

### Case Two: Carmen (blue)

#### Explicit

"Mrs. (name) (stopped in after school for help) my English teacher she was pretty good and was a good teacher she explained stuff and go over it with you and um, Mrs. (name) she would she was pretty good teacher she was helpful a lot and let me think who else, Mr. (name), I liked him he was my Algebra teacher"

#### Friend

"he explained stuff thoroughly and very well and he'd give us the whole class time and give us problems and he'd spend time going through it during class and he'd talk about his experiences as a kid and he's relate to us and understand stuff more and he'd talk to us, like he was there so he'd understand what we'd go through and not just on a higher level he was acting more like a kid and it made us feel better too I think, he's got to be 50 somethin, he's cool"

"he wasn't like a teacher he'd like actually ask you questions about your life and stuff how you're doing and stuff, I don't know, he'd just talk to kids and everyone gets along with him and stuff, pretty nice guy"

"I like my counselor, he's really nice"

"Algebra, with Mr. (name), I never wanted to miss that, cause it was hard to catch up if you did plus he was a cool teacher um, so I don't know, I like him"

"I guess you have to like your teachers in order to want to go, I'd go to class and stuff, but I didn't want to go to some classes cause I didn't care for the teachers"

## **Appendix E: Group Matrix of Themes**

### **Case Two: Carmen (blue)**

#### **Friend Continued**

they don't know how to relate to kids  
they're just there it's part of a job"

"Mr. (name) he was cool, he could relate to  
kids, he'd talk to you everyday, he talk to  
you about things that are going on, he'd  
talk to you everyday, he'd ask you about  
stuff I mean he was a fun teacher"

"Mr. (name) he was a Middle School  
teacher. I liked him a lot but he was kind of  
um like he'd be really nice in class then  
when conferences came he'd say things like  
about other students that weren't right and  
you didn't understand"  
"he was like my favorite teacher"

"teachers can be two faced"

## Appendix E: Group Matrix of Themes

### Case Three: Sonia (dark green)

#### Friend

“basically just I don’t know um just be there cause sometimes you see that some people get better treatment than others, the best advice I would give a teacher is to be fair to everybody”

“he was just really cool, I bought him a “A Hitchhikers Guide Book to the Galaxy” and in fact just last week he came into where I work and he asked me if I had been listening to “Hitchhiking Around the Galaxy”, and I said no, I really hadn’t and he told me he has been listening to them on tape and he really enjoys them”

“I think it’s really neat when a student can inspire a teacher. I think that’s really neat people can do that, but a lot of teachers don’t allow themselves to be seen by their students outside of school, which is kind of close minded, and set in their ways”

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### Case Three: Sonia (dark green)

#### Friend Continued

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#### Trust

“I think it’s pretty important to trust your teachers cause of some things like essays, its got to be the truth and if you don’t trust your teacher you’re just going to lie through the entire thing, things like that you have to be able to trust your teachers”

“I think a lot of it is pretty automatic, cause if you don’t trust your teacher at least a little bit its like sudden death you know cause otherwise it’s not a good relationship between you and your teacher between you and your class, you and your school”

“I think believing in someone has a lot to do with trust because if you don’t trust someone you’re not going to believe what they say, you’re not going to trust them with anything basically I believe that belief in someone and trust are synonymous, they pretty much have the same meaning”

“you kinda get a little bit of that through all you teachers, just some a little bit more, some a little bit less, some a lot less (laughs)”

#### Believe in You

“my German teacher believes in everybody she’s just real out going, its just really hard to explain, its just the way she teaches, the way she acts around the students, the way she wants to be around the students even outside of class the way she set up the

## **Appendix E: Group Matrix of Themes**

### **Case Three: Sonia (dk. green)**

#### **Believe in You Continued**

German Club group and tried to get everybody together and tried to get us to believe and trust in each other and ourselves"

"she's real nice, more of a warmth"

#### **Hopeless Relationship**

"right before the semester test our teacher passed out little slips that had every bodies grade on it and I happen to see this person's little slip, later on during the class period he called the basketball player up to his desk and said if you pass the semester test then you'll pass the class, I didn't like that too much I thought that was incredibly unfair and wrong"

"he would lecture the whole time and you would take it home for homework and none of the examples matched what he did in class and you didn't have time to go up and ask him cause it was due the next day"

"I don't know some self determination and knowing I had to and I dreaded the class everyday cause I know it was going to be the same thing everyday, a lot of people felt the way I didn't, in fact I think the majority of people felt like I did but they did what I did, I have to do this I have no other choice so it must be done, so there's nothing else you can do, just get through it"

"I was intimidated by him, he was scary, he taught his class like it was the military, it was so set out, flat set out, do it this way or get out, I ended up not doing very well in that class and ended up taking it over with a different teacher and I got an A in t

### **Case Three: Sonia (dk. green)**

#### **Hopeless Relationship Continued**

the class, she went a lot slower, cause the first teacher just went so fast"

"my 9th grade Algebra teacher he was one that would use the worksheets, and if you

needed help he might help ya, and he might not help ya"

"I think they notice but there's not really much they can do cause it's more on the student level than the student-teacher level"

"he went into depth detail. 400 examples and by the end of class you were just lookin like 'what did you just do'"

"he was like a drill sergeant that was demanding that we do the homework rather than assigning it, it was really exhausting cause he would give us this homework and I didn't do it cause nothing matched the examples"

#### **Energetic**

"my 9th grade Art teacher, he was just an amazing person and real energetic about everything and it was more independent do your own work type of thing it was just that he would sorta give you the basis for what you were to do for your Project and you were allowed to make decisions how to do it"

## **Appendix E: Group Matrix of Themes**

### **Case Three: Sonia (dk. green)**

#### **Encourage**

“a lot of teachers now encourage me they try and decide what I should do when I grow up students too try and encourage me. try and decide a career I should go in to and ah, and really I think that is a lot of what teachers do even kindergarten on they’re just there to help you do the education and then help you decide what you want to go in to”

“my Art teacher that I already talked about he really inspired me to do well he encouraged me to do different things through my art work. and he also started me thinking and because of him I think I started to write things down and express some of that through my art work”

#### **It’s Not a Gender Thing**

“I think basically with teachers it doesn’t matter the gender, it just matters how you treat the students and the relationships between the students and yourself. how you act with students, it’s not a gender thing I don’t think”

## Appendix E: Group Matrix of Themes

### Case Four: Ginah (red)

#### Trust

"she let us take our cars one time, which was really cool cause most teachers wouldn't trust us that much to take your own car up there and she trusts ya, so I think that's cool"

"nobody does anything wrong in our class, nobody mouths off to her. cause she trust you so I guess they give her more respect then they do other teachers"

#### Hopeless Relationship

"I didn't like any of the women teachers really. she always got mad at you for chewing gum - that's the only reason I didn't like her"

"I don't know why she cares about our family, and it was like I don't want to tell you about my family, you have your own"

"my Algebra teacher, my Geometry teacher I didn't like them either, I don't know why, they all seem to think that their class is the only class that you have to take"

"ah she's really edgy, she's really like on edge all the time and she's got her favorites so if your not one of her favorites it's like (loudly talking) 'be quiet. sit down, err', But if she's your favorite you know, like (boy) was her favorite and he could get up and like run around the room and he'd go and sit down and she wouldn't say anything to him and then you know someone she doesn't like gets up to throw away a piece of paper she's like (loudly talking) 'sit back down, I didn't tell you to get up' and we're like O-Kay"

### Case Four: Ginah (red)

#### Hopeless Relationship Continued

"the teacher that comes to mind first would be my Algebra teacher I already talked to you about I didn't like him very much, which i think I made pretty clear"

#### Friend

"Mrs. (name) I like a lot, her little boy is in my little sister's grade and so they car pool together and stuff. so it's more like, it's more like, I call her by her first name"

"yeah she's like the only one I really liked, I think it's more cause I know her too. because I babysat her kids and stuff too, she lives right behind me"

(names some male coaches) "yea but I don't know they all seem more young more like your friend, more personable than a teacher"

"I liked my Spanish teacher, I liked her but I didn't like the class, she was close she was like a teenager, she always told the Principal what was wrong and stuff like that, that's why we liked her cause she stood up for the kids instead of standing up for the other teachers. when she knew the teachers were wrong, that's why we like her"

"I liked my second grade teacher, she was more like a friend too, she was really young and she was really nice to us and she had braces all the time, so I liked her"

"Mrs. (name) she put this big blow up planetarium thing in our room and moved all the desks and we had class in this being planetarium thing, under the stars I thought



## **Appendix E: Group Matrix of Themes**

### **Case Four: Ginah (red)**

#### **Friend Continued**

that was really cool. that's why everybody likes her, she does that every year"

"so it's more like were friends so I think that's why I like her and that she always let us sit there and watch movies and eat food"

"she's really nice that's why we like her she gives us homework and she checks it and she's tough on us with that but she's just really nice"

"they make up nicknames for the kids and stuff like that"

"if you needed something to talk about you could always go in there and talk. like a friend"

## Appendix E: Group Matrix of Themes

### Case Five: Rachele (gold)

#### Respect

"I think if I had a better relationship with all my teachers I wouldn't have this I think um, I don't want to study attitude, I don't want to do my homework tonight attitude, I think if I'm friends with a teacher as well as a student to a teacher then you know 'oh geese she'd expecting me to get his done tomorrow. I'm not going to put it off I'm going to stick to it, but if it's a teacher I have problems with you know it's a class that basically you know that the teacher don't show encouragement then I'll you know go off with my friends and do that later, but if it's a friendly basis then I'll stick to that and not steer off the course or subject"

"if a student is being bullied I help them out but if a teacher is saying something and we're not being quiet, I tell them be quiet listen to what she has to say or he has to say. you know we're on their time you know we're not on our time"

"I think its good for students if the teacher shows you respect, show them respect as well"

"teachers that just put out extra effort constantly and show that they care I think deserve you know from student's more respect"

"you know that makes me want to be more respectful to a teacher cause he or she not getting that extra respect from that student so I'll show more for respect for the teacher and you know ask the right questions and make um feel like you know you're not just up there blabbing on,

### Case Five: Rachele (gold)

#### Respect Continued

you're up there cause I want to learn so I show teachers"

#### Trust

"I trusted a lot of my teachers with not just my school work (sounds tired) my grades, but also my personal life, it's really nice to have so yea. I trusted"

"my 4th grade teacher. my parents were

#### It's a Gender Thing

"they seemed superior to us then all the girls felt that we always talked about that. it was just the feeling in the classroom, wasn't as great a felling as in my other classrooms"

"he was a joke kind of guy, he was funny and I think teachers were attracted to that he has a nice personality and everything I just didn't think he treated us his class in general, it was obvious to us it was not to everybody else but it was to us" "he was a favorite of other teachers cause he was talkin to them and he was up there talkin to other teachers and the principal and him. oh would sit at a lunch table and eat together"

"we knew he was joking but we didn't know cause he's a teacher and unless he really did care more about guys than he did about us why would he say it outloud"

"females show a lot more than males do, show a lot more respect than male teachers do for students"

## **Appendix E: Group Matrix of Themes**

### **Case Five: Rachele (gold)**

#### **It's a Gender Thing**

"the female teachers are more emotional and they are more sensitive to students needs, than males are"

"I like the fact that they're like that, I had that with all my female teachers, I can't remember one that wouldn't do the extra push for me"

"us girls would never raise our hand cause if you didn't know about baseball or basketball those would be the questions he would ask, if you wanted to write on the board or do some extra activities up in the front of the room he would put these question out like who was the best baseball player and I'm sitting her going I have no idea"

"favorites we notice, students do notice a lot about what teachers do and I think it is important that if everyone is treated equally then the bad things will go away and the good things will come out and teachers will have a lot easier time with students in general if they just treat them equally"

"(when my parents) divorced and I talked to her about it you know two words or just the extra sentence that just helped me out during the day she knew what was going on in my life and I think it is good that you can trust your teachers and she was there for me and cause she knew my family history so it was really nice"

"some teachers that know my family they know what is goin on and I trust them to not tell, but mainly some of my other teachers I trust them with just my school

### **Case Five: Rachele (gold)**

#### **It's a Gender Thing Continued**

work because if they I think that some teachers, certain ones if they know too much about you then they use it to your disadvantage or your advantage in the classroom"

"to believe in someone is to trust them to um to do their best to watch them succeed. to believe that they can do it"

"female teachers seem to me to be more productive with students as my male teachers have been"

"he would admit to us he liked male students better and I told you last week like in a jokingly way but it wasn't to us"

"it would seem our guy friends attitudes would change when they would walk into his classroom"

"we have a brain too we can us it"

"in his classroom males sit on one side and females sitting on the other side"

"probably about eight and the weird thing about that is they're all female except for the principal at Senior High you know (when asked how many teachers in your life supported you or encouraged you)"

"female teachers are well let's get it done, but what did you learn from it they ask the extra questions that matter, make you think, not just the basic stuff" "male teachers are get in, get out, let's get this over with"

## Appendix E: Group Matrix of Themes

### Case Five: Rachele (gold)

#### It's a Gender Thing Continued

"I have more problems with male teachers"

#### Hopeless Relationship

"I know in some of my classes that I was an A class student but cause of the environment I was in I didn't try, I just you know you don't try or she don't try and I'm not trying for him so"

"I'm a pretty open person from the beginning but there are like when we have substitutes or somthin you have to build up that trust barrier there and overcome it I don't it's just I just think some teachers they just if they know too much then it's gonna be a bad situation with their teaching. I think it's better off just teaching basis but if they know more than they should know I mean you can trust them with that, but my experience has been not too"

"I had problems with that in my junior high years my teachers just shut me out and you know they were there for me, but they weren't"

"it was a bother to them to have to talk to me most of them would, I think maybe it was just me but I thought that they really don't. like I really need help on this but they really don't want to talk to me so that they'd put on this smile act for me like they were going to be there for me. but they actually weren't"

"the teacher would have their back slanted towards the people that didn't want to learn about and be more focused on people that were hanging on what he was saying which is natural human you know, I

### Case Five: Rachele (gold)

#### Hopeless Relationship Continued

noticed the stances are the most thing, the easiest way to tell how they are positioned in the classroom"

"they don't look at you they don't give you eye contact, not willing to listen to what you have to say you're just not really important to them you can tell, or when you have something to say, maybe there's not enough time in left in class when you wanta say something, it's not really important to them when you have your hand raised or when you do something they don't look at it in a positive way"

"they hold a grudge. my 7th grade teacher held a grudge against me because of what my brother did"

#### Believe in You

"to know them really well and to put all your, I don't know the word, (hesitates) confidence in them that's believing in someone"

"my third period teacher she believed in everybody she knew we all could do it and that was an easy class. she still you know people have problems in every class to me it's easy but to others it's hard um she would oh you can do it (says in a pleasant voice) oh you can get this done if I give you all this work, oh you can get this done, you can do it, trust me you can do it, time is not a matter with her, she's just you know, when ever you get it done that's fine with me as long as you show you're working on it she believed in me she believed in all of us"

## Appendix E: Group Matrix of Themes

### Case Five: Rachele (gold)

#### Believe in You Continued

“my principal he knew I could do it as well as I did, it helped of him to give you the extra push”

“I would get so frustrated cause I can not write cursive letters and she would sit there everyday to make sure I got it, I always made it too small, but she sat with me and made sure I got it and it was embarrassing but I got it”

“I noticed I was skipping that class a lot and I noticed my teacher Mrs. (name) she tried so hard to get me you know motivated and I wasn’t and then like at the end of the year in order to boost my grade up from a 4 to a 3 I went and ran the mile on the 1st day of school. and I got my report card last week and on there it said, shows good effort and good contribution to class and before that my report card was missed too much, showed too many absences”

“if they show a little effort you know cause maybe that teacher did too, I think that most of them enjoy it that a student cares enough to come in afterwards to ask for anything they need”

“show enthusiasm, show some excitement

in what you can do, telling them you can do it, and you have the power to do it, that’s encouragement or maybe it’s you know some teachers bribe students”

“my male teachers aren’t as you know open about things you know”

“like my teacher this year he would constantly, it kinda got on your nerves

### Case Five: Rachele (gold)

#### Believe in You Continued

cause he would walk around so much but he would and he’d come and ask ya how your doing”

#### Inspire

“my teachers they gave me the attitude towards things cause my family, my family’s not the type to go to college, my brother and my sister went buy my brother dropped out and he only had a year left, I want to be the first to graduate from College”

“my family, we don’t really talk about things, so at school I can talk about things there are things that I can’t talk to my mom about and then your teachers give you this attitude I learn from them it’s basically my teachers that tell me they gave me this, might as well get up and try attitude I think it’s better learning from the teachers anyway cause they want you to succeed”

“my sixth grade teacher, she honored me, a straight A student in her class and she was sittin in the front row and she just could tell I was so nervous and she’d after every sentence she’d

clap and it made you laugh and it sorta made your speech a lot better and easier you know to have someone sittin there and encouraging you so much, I thought she was a really great teacher”

“students were acting up she would look at it as a way to change a a positive way, not a negative way like sit down and talk to you. she was really calm and receptive to the kids, she didn’t want to push us away from her you know she was listening better

## Appendix E: Group Matrix of Themes

### Case Five: Rachele (gold)

#### Inspire Continued

to fix the problems and she was really nice I think it should just be natural to a teacher to do that, teachers don't have some teachers don't have patience"

"oh you can do it, he was a hard teacher, he didn't make it easy in any sort of way, he wanted you to learn not him to learn for you and so that's were he got off saying, you can do it YOU, so that's another teacher that believed in me"

"if you can talk to them and they can listen, willing to listen to you and I like teachers who take time out to ask you how you are another good quality to have is not just class but the life teachings."

"we'd get in a circle once every three weeks and she would ask us if anything was bothering us. totally confidential, it wouldn't leave this room and everyone just felt her openness and just talked about things anything, we had subjects ranging from people's experiences with drugs, how to um, basically abusive relationships it was just how she could make these people feel so comfortable so open, I told her that maybe at the beginning of class I didn't like it but everything you do listen to and think about and she was just smiling 'thank you' she was a cheery person, smiling and she'd extend it and make it so exciting to all of us she'd say it with such enthusiasm and we'd look at her and go 'geeze this lady drank too much coffee' but it was just really nice how somebody was so enthusiastic about being up there to teach"

"he tells me everyday you'll get your diploma just keep picturing that in your

### Case Five: Rachele (gold)

#### Inspire Continued

mind if you think you cant' do it or won't do it it will just erase out of you mind"

"when other people believe in you it's the greatest feeling"

#### Friend

"I think they should be open minded to different types of people"

"caring is another thing, and if they're caring and they're there then obviously they care about teaching and they care about students that is a really important quality for teachers to have"

"another important quality would be their teaching ability, you know, they should, they can try to teach to the class not teach for themselves, not just sit up there and talk about things cause that's what they like to learn about things"

"you could tell she loved us she loved being there for us, and she is another positive influence and she tells me all the time, before you leave this school, before you leave this town to go to college you better come tell me how it's going, I think that is one person I'll probably keep in contact with cause she is amazing, amazing teacher and person, she was a perfect example of a teacher"

"she'd do the extra things like you know, come to you even if you don't have your hand raised she'd say how ya doing are you getting through this do you understand it (5th grade)"

## **Appendix E: Group Matrix of Themes**

### **Case Five: Rachele (gold)**

#### **Friend Continued**

“after school we had a group of about 15 people that she would help after school with her we just wrote some problems after school on the board I would know how to do it but I would like to just sit in there with her, it was just interesting and she would make things so fun”

“she made class fun, she was a riot”

“saying hi outside of class, if they talk to you showing their openness you know, hear what you have to say, as long as I think they are willing to listen to anything you gotta say probably be able to trust them”

“I feel I am at a mature stage I can talk to them about certain things, besides the course of study, I think it is really cool to do that”

## Appendix E: Group Matrix of Themes

### Case Six: Talia (ivory)

#### Trust

“my 8th grade teacher I was really shy around her and stuff but she’s like after school see, we sat down and talked because she was like afraid something was going wrong or something”

“and I found out that teachers weren’t so bad so I just started talking to her more times. I don’t know, when I first started going to school I had this fear of teachers, that they were all mean and bad

“I don’t know. I just wish there were more teachers like her to help, she just really helps me and like if I need it, I can stay after and she’ll really help”

“no. cause I was scared to (when asked if she has told the summer school teacher how much she appreciates her help)”

“I don’t know I just felt better to talk to them and I asked them not to say anything they said they wouldn’t it just felt really good to talk to them (when talking about all of her Middle School teachers)”

“like if I was having problems with kids I could tell them and they wouldn’t say nothing to them”

“well they just like if you have a problem or if I had a problem, they would help me out with it and I would sit there and explain it and like I could tell them anything and they would help me so that was good”

#### Believing in You

“uh. just believing in them and helping them and telling them that they can do it”

### Case Six: Talia (ivory)

#### Encourage

“just helped me a lot, and like the teacher will sit down and help me with everything that I need help with”

#### Hopeless

“oh yeah he told me he would help me out, then when I’d go to ask him a question he would tell me to go sit down. so I thought, okay”

“no. I don’t believe I did (ever talked to a teacher about things other than school stuff) cause I don’t have any problems”

“well my high school teachers I don’t know they are just like what ever you say or do they just like go and tell everybody so”

“my Biology teacher yelled at us a lot even when we weren’t doing anything wrong he would yell at us”

“everybody in school thinks he is great because he puts on an act when he’s around other teachers”

“don’t know” (what kind of qualities you want teachers to have)

“we asked for help all the time, he just does in his desk and wouldn’t help us but then like athletic came into the room and they wanted help, he’d help them, so I was like, this is great”

“some of them don’t even care what you do and some of them like you can’t even stay after school because they have things to do and they don’t want to take the time to help you so you have to wait until the



## Appendix E: Group Matrix of Themes

### Case Six: Talia (ivory)

#### Hopeless Continued

class begins or go ask someone to help you"

"there's one teacher that knows but she, no she didn't enforce it very well and it's like I'm never doing this again (when asked if she had ever gone to a teacher about how hard it is for her to concentrate when it is nosy in school)"

"in my mind they don't care what goes on with you and that kind of hurts because you want them to help you but yet they won't"

"like if they tell you to do it on your own and you don't understand it, I think they should help you instead of just saying well I explained it and blah blah blah"

#### Help

"I think like the perfect teacher should be helping kids no matter what"

"I got along with my Elementary teachers cause they'd sit down and help me and all this other stuff and they were really nice, and thy just like if you went up to ask them a question or something they wouldn't tell you to sit down, so I wish we could have Elementary school teachers in the High School. that would be cool"

"my eighth grade teacher and my Biology teacher (believed in me)"

"like if I was gone I would get bad grades in my classes, they'd sit there and we would talk and they would tell that they believe in me and I think that they really helped my

### Case Six: Talia (ivory)

#### Help Continued

grades started comin up and I did a lot better in school when they told me that"

"my Biology teacher, he's nice he's the only one in our school that would tell anybody that he believed in them. (Is he the one that yelled?) yes, he can be nice or he can be mean"

"it makes me feel weird because I don't know, he was so nice and then all these other teachers and students get around and he's so mean, it makes you feel like you've done something wrong"

"oh I think the other teachers believe in me but he's really the only one that said it"

"like if you're alone with him and you like or you're like did something wrong and he talks to you, he'll tell you that he believes in you but when you're around other students and other teachers and stuff he just totally changes his attitude"

"I don't know how to react to it because he can be nice one minute and the next minute he'll be yelling at you, I don't know I guess you just have to be ready for it"

"I think they should help them. I mean because that's what their job is, they're suppose to help us"

#### It's a Gender Thing

"well even though she's sexist toward guys I liked my English class other than Romeo and Juliet, because we'd get in there and she'd lecture a little bit like maybe for 15 minutes of the class and then we'd get the

## **Appendix E: Group Matrix of Themes**

### **Case Six: Talia (ivory)**

#### **It's a Gender Thing Continued**

whole rest of the hour to work on whatever we wanted, like if you have questions you can just walk up to her desk or she'd come over to you and you could ask her your question and she'd help"

"she really gets on them, the guys get in trouble more than the girls do and we do the same stuff they do and they get in trouble more than we do and she's not married because she also thinks they're, she doesn't want to get married because her husband will just sit on his butt at the house and watch TV and eat. so she's single"

"she always puts them down she says they're nothing but pigs and all this other stuff"

"well there's another teacher in there that kind of does it but he doesn't do it as bad as she does. I mean he's really sexist because he likes people that are out for sports and down to weight training all this other stuff. so like if you don't go to weight training or if you're not in sports he doesn't talk to you, he doesn't pass you in his class"

"well in 8th grade I had this teacher, her name was Mrs. (name) she was really cool, and like when I was down in my classes she'd help me and she'd stand by me until I got it done, and that really helped me out a lot because I'm not very good at school"

"I don't know I got along with some, I got along with most of my teachers and it was like we were friends you know you could sit down and talk to them and all this stuff

### **Case Six: Talia (ivory)**

#### **It's a Gender Thing Continued**

and that made me really change because when I first started going to school I did not like to talk to anybody and I would keep my problems and stuff to myself and I wouldn't ever ask questions but then like all the teachers and I started talking so it really changed"

"I don't know they just really stuck by you I mean because a lot of the kids that were having problems at home were over there talking to the elementary teachers and they stuck by them and helped them"

## Appendix E: Group Matrix of Themes

### Case Seven: Stasha (purple)

#### Trust

"she just told me that she wanted to help me"

"I have to feel I trust them, talk to them"

"half my teachers I had this spring (when asked how many teachers she trusts)"

"like one of my elementary teachers, and no teachers from my middle school and I imagine all my math teachers I've had (when asked how many teachers she trusts from her school career)"

"it's just ..(they) treat you like an adult"

"you can express your opinion a lot better and what students are in there also not just the teacher but you can like tell them what you think and it's just easier to be in there"

"I don't really tell my teachers things, personal kinds of things"

"they're not going to judge you (when asked what makes you think you can trust teachers)"

"you can trust them big deal you know they won't tell"

"(when asked what does it mean to have a teacher believe in you) I don't know, maybe trust them"

#### Explicit

"I switched to Mr. (name) and I like him a lot he's a good teacher I can understand it a lot better when I'm in his class" "I did a lot better like the first test I took I had like

### Case Seven: Stasha (purple)

#### Explicit Continued

a 95, before that I had like 40s and 50s"

"Mr. (name) he'd say you're a strong person he always tell me all the time even when I slept in his class he didn't care he let me sleep just as long as I got everything done he was like encouraging most of my teachers were they wouldn't get made at me they always expected me to have everything done which that's fine with me"

"a lot of time if they don't expect anything from you I take advantage of that it makes it easier not to do anything"

"when I came back to school and I was behind an my absences. a lot of them were understanding about it"

#### Hopeless

"I don't know, cause they can't really understand cause they are not in my situation so I don't know how I could explain it to them a lot of times you don't want to listen cause you don't want to understand"

"When I first made my schedule at the beginning of the year, it like changed so much, I was so frustrated that I didn't even want to be in school any more, I just took the classes I had to take, I didn't take any extra ones"

"when they're mean all the time and make you feel stupid so you don't want to be there (a teacher affects your confidence)"

"older teachers (push you away)"

## Appendix E: Group Matrix of Themes

### Case Seven: Stasha (purple)

#### Hopeless Continued

talked about teachers that say 'just put it on their desk and then they say they can't find it cause you didn't hand it in, you have to do it again

"if you want to be a teacher or teaching is something you want to do some act like they don't want to, oh just angry all the time. not fun to be around"

"I really don't want to try as hard (if I don't connect with the teacher), usually if they don't want to help me then I just get bored in their class and I like sleep or something, but if its interesting and fun to be there and they help you learn and get stuff done faster like better also if you understand what they're talking about. that's why I mean I like to be in classes where teachers aren't like mean you know. how some teachers are like that they get mad at you for every little thing"

#### Trust

"my first grade teacher I told you about she has always been my favorite teacher and especially since I had her for two grades like in grade school you have the teacher all day and in high school you have them for just an hour everyday, so I mean I have some teachers that I like at senior high, but I liked her best cause I was with her all day she was really nice and at the time my parents just got a divorce and my mom was having another kid after she just had one, and it was just a hard time but I would always talk with her and I liked going to school then"

"acting like a teacher instead of wanting to

### Case Seven: Stasha (purple)

#### Trust Continued

be your friend try to get along with you. but still have the control of the class"

"my first year we learned a lot more cause the teacher was stricter you know"

"she like made you do your stuff and you'd learn and that is good in both ways cause oh I guess an understanding teacher that like gets to know you, that's the kind of teacher I like"

"she always talks to me, she's pretty cool"  
"I stayed after every day till 4:00 to help her with stuff cause she was really nice and so like I talk to her sometimes like when you write those letters to your favorite teacher and she would always write me back and I see her so that's probably the only teacher"

"if you get along with everyone they will respect you, respect you have control of the class"

## Appendix E: Group Matrix of Themes

### Case Eight: Mia (salmon)

#### Trust Continued

“it was kinda nice havin her as a teacher  
‘well let’s see what we got today, well I’ll help you with this and you can do this one on your own”

“I guess it doesn’t matter about the age but she was younger an she was more like a friend, than a teacher and so I guess one time I told her something I had cusses in the class, and I didn’t know her and said, well all you’re going to do is tell the Principal and it was with another girl, we were arguing and she said, come out in the hall, we need to have a talk about it, why all you’re going to do is tell me to to to the Principal’s office, I’ll just go right now, and she said no, you’re going to come out and talk with me, and I was like all right and so we were out in the hall and she said, now I don’t want you to think bad of me but I’m not going to even tell the principal, but next time it happens I’ll have to tell the principal, I just want to know why you don’t like her so I told her why I didn’t like her and what was going on and she said, well I don’t like her either, but you can’t be saying that in the class, and I was like I know she was trying to explain what to do and so she put her clear across the room so I didn’t have to think about her so I guess I waited awhile to see if she did go to the principal but it didn’t happen, I guess that’s when I sort of trusted her”

“put your trust in them even if they do mess up they’ll make mistakes, just put your trust in them an keep giving them encouragement, either they’ll do it right or they’ll mess up but everybody makes mistakes”

### Case Eight: Mia (salmon)

#### Trust Continued

“yea, math teacher (when asked if there are some teachers that especially believe in you)”

“I’d say the two I trusted the most were my third grade teacher and my eighth grade math teacher, those are really the only two that I trusted with everything”

#### Hopeless

“if they acted more like a person than like a teacher that knows everything in front of kids, to me, the teachers act like that, we’re just kids we don’t know nothin, this is why we’re there, we gotta do what they say, we don’t know nothing about it, they are always right not all teachers, and I don’t know they should like (ask) more of our opinions and how we think, not if they are going to act better than us, then why are we going to pay attention, I think if they acted more like us and let us speak our opinion then we’ll want to listen”

“they had to do what we do, they had to read it too but they just read it before us, so they know before us, they just like don’t want to listen to us, like year, whatever and blow it off ya know”

“we’re just kids we don’t know nothing, that is why we’re there, we gotta do what they say, we don’t know nothin about it, they are always right”

“I think if they acted more like us and let us speak our opinion then we’ll want to listen”

“like they are just listening, or they are not

## Appendix E: Group Matrix of Themes

### Case Eight: Mia (salmon)

#### Hopeless Continued

really listening, they're just acting like it yea, like hurry up, you don't even know what you're talking about"

"they'd be like well you're never here and you always say that you don't understand any ways so I don't know why we try"

"I've gotten kicked out of classes for it, in school suspension and suspended out of school for it. and it's like this is none of your problem stay out of it, and I'm like if that was happening to me I'd want somebody to stick up for me. I've gotten in a lot of trouble for that kind of stuff (laughs)"

"you don't want to go to school, you just go to see your friends and you're nothin but a trouble maker"

#### Trust

"my eighth grade teacher, that was when I was getting into trouble and stuff I just told her everything, I guess I felt like I could trust her with practically everything"

"if I was having problems they would help me with my work. maybe if I needed it or else they tell me how to do it, like write it down on a piece of paper how to do it, and if I was having problems with a teacher they'd help me I think they would I don't know"

"my reading teacher she was really nice, um she was I mean she was really nice too, I'd miss a couple days I'd come in and she'd like well it's good to see you here today, and she tried to be really friendly and stuff,

### Case Eight: Mia (salmon)

#### Trust Continued

I don't know she was really nice about stuff"

(would you say the teachers that joke around and encourage you help?) "yea, I think they help a lot"

"she'd just wait and I'd like well I read two sentences isn't somebody else going to read, and she'd like oh you're doin great girl you keep goin"

"she'd say you were such a good reader there was only a few words that gave you some problems there are some harder words in this book, but I can help you when you come up to them I'll help you read, she was really nice and helped me out a lot with that"

"they'd be like let's sit down and I'll help, and I'd understand it, I wasn't doin it, and they'd be like let's sit down and I'll help, so they'd sit there and say you're really bright if you just set your mind to it and read up a little bit"

"she'd sit with me at every class gettin me caught up on everything, and she'd read the whole book to me if she had to"

"they'd tell what to say to my counselor and go with me to my counselor like change my classes or something like that"

#### It's a Gender Thing

"I don't know, not to make friends with them cause that's what most girls want like ya know, jr. high, high school even elementary you go through problems ya

## Appendix E: Group Matrix of Themes

### Case Eight: Mia (salmon)

#### It's a Gender Thing Continued

know boys don't like you whatever, I think they need to be more of a friend, not just a teacher let um know they are there even when they don't want to talk cause when they do want to talk and I don't know like, just think of some of the problems they used to have"

#### Hope

"there were a couple of them I got along with really good and they would tell me its nice to see you here finally, they would kind of sit down and say like where were you. why have you been gone you know you're not going to be passing if you miss this many days. you're doing really good when you're here you have a one or a two when you are here. you need to start comin more and pass. and they would try to encourage me and then some would like 'oh. you're here"

"she brought up my hopes a lot. she helped me realize what I could do and what I couldn't do"

"I think teachers should be there for their students but I think they shouldn't just you know wanna help one student they should try to help, let all of them know that you are there and the ones that are there and want help but let the others know that they can"

"put your trust in them even if they do mess up, they'll make mistakes just put you trust in them an keep giving them encouragement either they'll do it right or they'll mess up but everybody makes mistakes"

### Case Eight: Mia (salmon)

#### Explicit

"she explained it in a way I could understand"

#### Friend

"we could ask the teachers questions, it was just kinda nice to be able to do that"

"I'd get my stuff and start walking out, and he'd say, I did not call Mia, no sit down and we'd argue like friends, and I go sit down"

"if I had problems I would to to Ms. (name) and Ms (name) my reading teachers cause she was always there for me too"

"she was really nice about it she explained why she was doin things most teachers would like, you're going to be moved cause you don't pay attention, and she sat down and had a meeting with us and explained things and she was like a friend, she'd take us out in the hall if we looked mad or sad about something, what's going on, she knew who we hung out with who we talked to and if we were mad about something and didn't want to talk about it she'd ask one of our friends why we were mad she was like a friend than a teacher to all of us"

"I just call her by her last name, not Miss or Mrs. and she always knew it was me. she was so nice I thought of her like a friend instead of a teacher (8th grade math)"

"I'd miss a couple of days, I'd come in and she'd like, well it's good to see you here today and she tried to be really friendly and stuff, I don't know she was really nice about everything"

## Appendix F

### Audit Trail Log



## **Audit Trail Log**

### **Dissertation Process**

Meeting with Dr. Kent Mann	May 6, 1999
Review of Failure List	May 7, 1999
Meeting with Girls	May 20, 1999
Critique of Research Questions by Girls	May 24, 1999
Meeting with Dr. Kent Mann	May 24, 1999
Meeting with Alternative Summer School Females	June 4, 1999
Meeting with Tom Kruger. Informant	June 12, 2002

### **Case 1: Molly**

Matrix	
Themes	2 pages
Interview June 9, 1999	12 pages
Interview June 16, 1999	14 pages
Document Records	

### **Case 2: Carmen**

Matrix	
Themes	4 pages
Interview June 9, 1999	18 pages
Interview June 16, 1999	12 pages
Document Records	

### **Case 3: Sonia**

Matrix	
Themes	3 pages
Interview June 11, 1999	15 pages
Interview June 17, 1999	10 pages
Document Records	

**Case 4: Ginah**

Matrix	
Themes	2 pages
Interview June 14, 1999	14 pages
Interview	Didn't Show Up
Document Records	

**Case 5: Rachele**

Matrix	
Themes	6 pages
Interview June 9, 1999	14 pages
Interview June 16, 1999	16 pages
Document Records	

**Case 6: Talia**

Matrix	
Themes	3 pages
Interview June 14, 1999	14 pages
Interview June 21, 1999	11 pages
Document Records	

**Case 7: Stasa**

Matrix	
Themes	2 pages
Interview June 14, 1999	15 pages
Interview June 21, 1999	7 pages
Interview July 1, 1999	3 pages
Document Records	

**Case 8: Mia**

Matrix	
Themes	3 pages
Interview June 11, 1999	15 pages
Interview June 17, 1999	6 pages
Document Records	

**Focus Group Interview**

June 24, 1999	17 pages
July 1, 1999	14 pages

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## VALIDITY CHECKS

This multiple case study was an opportunity to observe, analyze, and describe the phenomenon of influential teacher relationships as perceived by eight female at-risk high school students. Portraits were created by the researcher and placed in the appendix. The portraits were developed to visually describe each girl's personality, as interpreted by the researcher. It was important to the researcher that each girl not be easily identifiable by their portrait, since they were told that their identity would be protected. An informant was contacted as a validity check to insure that the portraits were unrecognizable for identification purposes.

Peer examination, asking colleagues to comment on the findings as they emerge is a strategy used to enhance internal validity. Therefore, three peer readers were contacted, the high school principal, a middle school principal and a former teacher. All three peer readers provided questions as well as suggestions for this project.

Researcher's biases is a second strategy used to enhance internal validity. Located in Chapter 1, under "Role of the Researcher", the researcher's bias were identified. There was an attempt to suspend those biases based upon personal experiences, interests, and preferences of the researcher. An external audit was also conducted to further strengthen the validity of this multiple case study.

The results of this study are not generalizable other than to these eight female students. The researcher was more interested in deriving statements of general social processes and perspectives from each of these eight female students, rather than statements of commonality between similar high school settings.



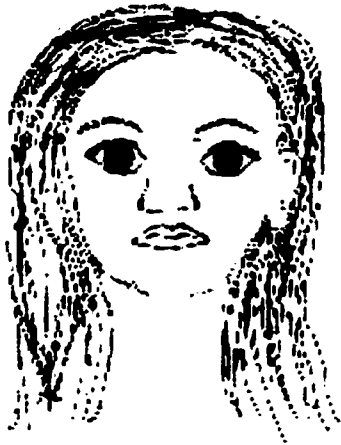
## Researcher Notes

The researcher drew each participants' portrait as a visual representation of how the girls presented themselves through their actions and words. The portraits are not true representations of the girl, but rather an image created in the researcher's mind. The purpose of these portraits were to augment their words. It was important for the researcher to connect a face with words for each girl. The faces of the girls made their stories more striking and real to the researcher. The portraits are provided for readers, so they will hold each girl's face in their mind, and remember their words as clearly as if they had actually experienced sitting down and speaking with these girls.



### Case 1: Molly

Molly wrote in her journal that she felt proud when teachers told her she was doing well. Seventeen year old Molly was guarded and secretive. Molly said she used alcohol as an escape.



### Case 2: Carmen

Carmen lacked enthusiasm, and was bored with school. Carmen said, "you learn absolutely nothing [nothing] from your best teachers." Carmen had 3 detentions for failure to follow school rules, 32 truancies and 2 substance abuse episodes during the 1998-99 school year. During 2002, it was discovered that Carmen is in the armed forces and doing very well.



#### **Case 3: Sonia**

Sonia had 6 incidents of substance abuse and 7 truancies during the 1998-99 school year. Sonia reported her grades were not good because she doesn't put forth the effort. She wrote in her journal; "I am a waste of human life, and a waste of time."



#### **Case 4: Ginah**

Seventeen year old Ginah, voiced her opinions with a wide eyed innocence combined with a is-that-enough-of-an-answer disposition. When Ginah doesn't understand her homework she asks her parents. Sometimes her parents will also just do Ginah's homework. During the summer of 2002, Ginah was picked up for methamphetamine possession.



#### **Case 5: Rachele**

At 15 Rachele was placed on probation for stabbing a girl with a protractor on her way to math class. Rachele was released from school for a year. When she returned to school and graduated a semester ahead of her class. During 2002, it was discovered that Rachele was in nursing school and doing very well.



#### **Case 6: Talia**

Talia was timid and unsure of herself. She often covered her face when we talked. Talia said she “just want[ed] teachers to help us.” Talia shared that school was very hard for her.

#### **Case 7: Stasa**

Stasa was a petite, 16 year old student with a soft radiance. At 15, she had a son, and had great difficulty keeping up with classes. During the 1999-2000 school year, Stasa had another baby by a different father, and dropped out of school.



#### **Case 8: Mia**

Mia was someone with an inner beauty, an outrageous sense of humor, as well as an outer, harsh, threatening demeanor that got her into trouble. During 1998-1999 Mia was truant 54 times, had one substance abuse episode, 5 in-school suspensions, and experienced a Boys Town facility 4 times. Mia was on parole for assaulting another female adolescent in a city park during the 1998-1999 school year. Mia was attending summer school because the judge order her to attend. Mia wore a tracker during the summer and had to often check in with her parole officer. Mia attended the Alternative School during the fall of 1999, and dropped out a few months into school. January 2002, Mia returned to school for a week, then disappeared.