Characteristics of Effective WELS Teachers in Urban Schools

by

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Thesis

Submitted in partial fulfillment of the requirements for the

Master of Science Degree in Education

Graduate Studies

Martin Luther College

New Ulm, MN

Month Year

Signature Page

Date:

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Abstract

The Wisconsin Evangelical Lutheran Synod (WELS) is in need of effective teachers in urban settings. Enrollment in WELS urban schools are growing at an unprecedented rate, and schools are constantly calling to fill out their staff. The purpose of this study is to discover what it is that makes a teacher effective in a WELS urban school. What characteristics do effective urban teachers in the WELS possess?

Electronic surveys were sent out to all teachers, administrators, and pastors serving at urban schools in the WELS. The survey contained a list of 11 characteristics focused in the area of relationships and professionalism of effective teachers. Classroom management was rated the highest most consistently.

It is recommended the WELS continue to train and prepare teachers for the unique challenges and opportunities urban ministry carries with it. This includes focused training on relationship building and the learning environment. It is further recommended that urban schools in the WELS continue to spend time training and coaching teachers in classroom management techniques as well as general relationship building techniques.

Acknowledgments

I am richly blessed and grateful for the guiding hand my Savior has had and continues to have in my life. The Lord has blessed me with a tremendous support system to allow me to grow and flourish. Thank you for all those who encouraged me and never gave up encouraging me to grow use my talents to glorify God. I am thankful for the opportunity to be in the leadership candidate training cohort where I was able to form personal bonds and professional relationships throughout this journey. I am thankful to my review committee for their patience, feedback, and guidance throughout this project. Thank you to the called workers who took the time to respond and complete the survey. Finally, thank you to my wife, Abby, for her patience and love for me every step of the way.

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Chapter 1: Introduction

Statement of Problem

When the going gets tough, do the teachers really get going? The challenges associated with urban teaching in high-poverty schools are well documented (Jacob, 2007; Kozal, 2000; Mathews, 2009; Monroe, 1997). Teachers in urban settings struggle connecting with students, finding the time and energy necessary to be successful, receiving adequate support from administration, and overcoming the struggles of an urban setting. Urban teaching is no easy task for any teacher. Teachers are trained to teach reading, writing, and math, but are they prepared to handle the types of challenges seen in high-poverty urban schools? The evidence suggests not.

Teacher turnover is 50% to 70% higher in high-poverty than in low-poverty schools (Carver-Thomas, 2017; Darling-Hammond, 2003). Teachers are not staying in urban schools. Nearly one in four teachers will leave their urban school every year (Ingersoll, 2004). Administrators often struggle staffing high-poverty schools which leads to less qualified teachers filling those positions (Jacob, 2007).

It is important to note the cost of teacher turnover. The Alliance for Excelllent Education (2005) estimates that between $3 and $5 billion are spent each year due to replacing and transferring teachers. This is a staggering figure. On average, a larger city, such as Chicago, spends nearly $13,000 on attrition per teacher whereas its rural counterpart spends just over $4,500 (Wilkinson, 2009). The need to find and retain successful urban educators is evident.

Urban schools contain more student population than any other area in the United States. For example, in Ohio, the five biggest districts contain 25,000 more students than

the other 605 districts combined (Ohio Department of Education, 2018). The biggest

district, Columbus City Schools, has a poverty rate of 39% which is double the state of

Ohio (U.S. Census Bureau, 2017). Schools in Ohio are similar to schools in many U.S

states, such as Wisconsin and Illinois, and only get worse in states like Florida,

California, and New York where there is an even bigger population. These areas are in

critical need of effective teachers.

Students in low-income schools achieve significantly lower results than their

counterparts in middle and upper-class schools (Lacour & Tissington, 2011). Teachers

are the most impactful component in students' academic achievement (Horng, 2009).

Yet, in urban schools, there is a shortage of effective teachers. This is especially true in

the Wisconsin Evangelical Lutheran Synod, where urban schools are having large teacher

turnover year after year and struggling to fill vacancies with teachers trained to handle the

unique challenges of an urban classroom. Teachers are now being trained for urban

settings at Martin Luther College, but there are only so many graduates available. The

number of vacancies far exceeds the number of urban trained graduates. With all of these

vacancies, it will be necessary for WELS leaders to identify and recognize what it is that

allows teachers to be successful in urban classrooms. What characteristics stand out?

Which characteristics lead to a teacher performing at a level of excellence?

Significance of the Problem

Schools need effective urban educators. All students deserve effective teachers,

regardless of income level or location. Education is considered by many researchers to be

a key to breaking the poverty cycle (Lewis, 1996; Noguera, 2011; Overturf, 2014), which

makes effective educators all the more important. Poverty is linked to various educational

issues from social and emotional issues to behavior and academic issues(Jensen, 2009), and if educators are able to assist in breaking that cycle, then the strongest teachers should be in these settings.

This problem is especially significant in our Wisconsin Evangelical Lutheran Schools (WELS) because many of our high-poverty urban schools have experienced significant growth over the last two decades. Some examples from Milwaukee include St. Marcus growing from 68 in 1992 to 831 in 2018, Garden Homes growing from 78 in 1999 to 226 in 2018, Word of Life growing from 37 in 2007 to 80 in 2018, Atonement growing from 186 in 2010 to 337 in 2018, St. John's growing from 107 in 2003 to 203 in 2018, Mt. Lebanon growing from 55 in 2002 to 226 in 2018, and Risen Savior growing from 48 in 2003 to 210 in 2018. One more example is St. Paul's in Columbus, Ohio growing from 48 in 2010 to 101 in 2019 (Wisconsin Evangelical Lutheran Synod, 2021).

The data shows growth in many urban schools. A Bible passage from the book of Matthew describes need in these schools: "The harvest is plentiful, but the workers are few" (Matthew 9:37, EHV). These schools have families pleading for a seat in their school. Many of these schools have waiting lists to attend. However, the data on teachers holds true. There were eighty teacher vacancies in the WELS as the 2019-20 school year began (Sims, 2019). The need for effective urban teachers is present, but what is an effective urban teacher?

One must first understand what makes an "urban" classroom unique. Dr. Ben Clemons, professor of Urban Educational Ministry at Martin Luther College which is the training school for WELS teachers, says that urban education has four distinct criteria (Clemons, 2020). These criteria are:

1. The location is in a central city, metropolitan area.

2. A cultural/ethnic diversity exists between the students and the staff.

3. A socio/economic diversity exists between the students and the staff.

4. Teacher and administrator work to be responsive in teaching and administration.

Urban settings are those in a large metropolitan area (Clemons, 2020; Milner, 2012). These are the largest cities in the United States such as New York City; Austin, Texas; Columbus, Ohio; Atlanta, Georgia; and Milwaukee, Wisconsin. There can be a tendency to call schools urban because of the demographics, but it is essential to have a common language to further the field (Milner, 2012). Schools in rural areas that have some of the criteria described by Dr. Clemons could be called schools that have urban characteristics but are not urban schools.

The next three criteria are closely intertwined in research. Urban schools are marked by a cultural diversity. This diversity usually exists between the faculty and students (Clemons, 2020; Wilson, 2010). Culture can refer to "the sharing of outlooks and modes of behavior among individuals who face similar place-based circumstances (such as poor segregated neighborhoods)" (Wilson, 2010, p. 202). Different cultures have different habits, skills, and styles (Wilson, 2010), which requires teachers to learn and adapt with sensitivity and understanding (Noguera, 2003; Wilson, 2010).

It is imperative for teachers not only to see the realities of poverty in urban classrooms, but to understand the systemic economic, political, and social issues associated with it (Rogalsky, 2009). The big marker is the difference in status from the teacher to the student. The teacher will typically be in the middle class and the student in

the lower class (Clemons, 2020). This creates the desperate need for understanding

(Anyon, 1980; Rogalsky, 2009; Wilson, 2010).

Finally, teachers and administrators adjust practices to take the above differences

into account. Literature is clear that schools need to adjust their teaching and policies to

meet the needs of an urban classroom (Anyon, 1980; Clemons, 2020; Noguera, 2003;

Rogalsky, 2009; Wilson, 2010). Urban classrooms bring unique needs in culture, social

status, and much more. Schools need to adapt to support students in the urban classroom.

This requires effective teachers.

Effectiveness is a difficult concept to define when it comes to teaching (Stronge,

2018). Effectiveness can be measured in a variety of ways from student achievement

(Lekwa et al., 2019), performance ratings (Sachs, 2004), and teaching standards

(Tuinamuana, 2004). Research suggests that special characteristics and behaviors matter

when it comes to teacher effectiveness (Muijs et al., 2014).

Teacher effectiveness needs to be considered through multiple lenses as there is

no one way to define effectiveness (Stronge, 2018). For this study, Stronge's (2018)

Qualities of Effective Teachers will be used for teacher effectiveness. These areas are

professional knowledge, instructional planning, instructional delivery, assessment,

learning environment, and professionalism.

Research Questions

1. Which teacher characteristics are most associated with effective teachers

    in WELS urban schools?

Chapter Two: Literature Review

Introduction

The importance of the teacher in the classroom cannot be overstated. Stronge (2011) stated, "The common denominator in school improvement and student success is the teacher" (pg. 351). How one evaluates a teacher's effectiveness is a topic without a clear and consistent answer. Some researchers value objective measures such as content knowledge and standards. However, other researchers feel subjective measures such as principal evaluations and descriptions of characteristics are accurate indicators of teacher effectiveness (Darling-Hammond, 2000; Gehrke, 2005; Ingersoll, 2004; Sachs, 2004). Stronge (2018) discovered that if black students were assigned to effective teachers for four years, it would close the achievement gap between black and white students.

Teacher Qualifications

One commonly accepted practice for considering teachers effective is their qualifications (The Southeast Center for Teacher Quality, 2004). This refers to their training, degree, and level of state certification. Teachers with these things are considered highly qualified and therefore effective. The Southeast Center for Teacher Quality (2004) also said experience plays a significant role in determining who the effective teachers are. However, these have been shown to have little impact on student learning (Goldhaber, 2002).

There are numerous researchers who look at aspects of teaching and education that are harder to measure. The Southeast Center for Teacher Quality (2004) acknowledged the need for teachers to know their community well to be effective. This is

an example of something that is harder to measure. Much of the research in this literature review pertaining to effective urban educators fits into this category.

Potentially Important Teacher Characteristics

Mueller (1997) listed twenty different characteristics of effective urban schools. The majority of these characteristics center on the teacher. One characteristic is "Teachers are strongly invested and engaged in efforts to improve student achievement" (p. 8). Another characteristic says, "Instructional delivery is highly structured and interactive" (p. 5). The teacher is a critical component in most of these characteristics, although the article does not specifically address teacher effectiveness.

A similar topic on teacher characteristics was addressed by Jones (2017) when he proposed four characteristics of effective characteristics in urban settings. The characteristics were openness, conscientiousness, agreeableness, and neuroticism (Jones, 2017). The author was curious, with the added barriers and frustrations, what role neuroticism might have in urban environments. The data showed a significant increase in neuroticism among urban teachers, but concluded it was not relevant because it did not create an environment conducive for learning. Jones found a connection between openness and conscientiousness and effective urban educators. Measuring these characteristics is an admitted limitation as it is somewhat subjective. Similarly, research done on evaluation of teacher attributes found effective urban teachers have a sociocultural awareness, contextual interpersonal skills, self-understanding, and risk-taking as characteristics (Sachs, 2004). The research done by Jones (2017) suggested that characteristics play a bigger role in urban environments than instructional skills. Gehrke (2005) furthered the idea shared by Jones by describing in her research the importance of

more intangibles, "teachers are not necessarily effective in urban schools because they possess a prescribed list of qualities and attributes, but rather because their approach to the setting enables them to be successful" (p. 19).

Howard (2001) interviewed students to discover their thoughts of the teachers they deemed most effective. The results were consistent. Students described teachers as caring individuals. They also emphasized that teachers created a family environment and made learning fun. Once again, these are all factors that are subjective and difficult to measure. That being said, the student responses match more literature on the subject. Brackett et al., (2011) found the safer and more connected the students were to the teacher the more likely the students were to achieve higher and have greater learning outcomes and behavior.

Jacob (2007) highlighted the importance of relationships and a willingness to serve in an urban setting. The demand and challenges make urban teaching difficult. Teachers who do not build a relationship and/or do not want to be in an urban setting struggled to be effective teachers in the classroom.

In our WELS schools, Johnson (2019) touched on the importance of relationships in urban settings. When talking about characteristics of successful urban schools he stated that relationships was one of the highly rated characteristics present in his responses by school adminstrators, Johnson (2019) also spoke about the power of relationships to slow the effects of poverty. Darling-Hammond (2006) shared, "the teaching-quality gap between low-income and high-income schools continues to grow" (p. 2). This leads one to believe that relationships are not a strength in many urban schools, but it needs to be to overcome poverty. If relationships can help slow the effects of poverty on low income

students then one would hope the gap could be seen shrinking as opposed to growing. Babinec (2013) added, "When teachers and families work together, the children in their care succeed." However, a survey indicated that urban schools do have frequent behavior problems compared to their suburban high-income counterparts (Koeppel, 2018). This might suggest teachers struggle to build relationships with students in urban settings despite the importance of relationships described by the literature. There may be a lack of understanding related to relationships.

Stronge's Framework for Effective Teachers

Stronge (2018) fit relationships and other affective characteristics into two categories, learning environment and professionalism. The learning environment encompasses how a teacher navigates relationships while also creating an ideal learning environment. Professionalism describes how teachers balance strong relationships while also being a teacher. He supports these categories with extensive research to back their inclusion. This framework is an ideal tool to use to identify characteristics of effective urban teachers in the WELS.

Classroom Management

The first element of the learning environment is classroom management. There is a positive relationship between student interest in school and teacher management (Kunter et al., 2007). Effective classroom teachers praise good behavior rather than criticize bad behavior (Covino & Iwanicki, 1996). Finally, when teachers have strong classroom management, students have a higher level of trust, comfort, motivation for learning, perception of teacher fairness, and help-seeking behaviors (Kerssen-Griep & Witt, 2012).

Organization

Another one of Stronge's elements in the learning environment is organization. Teachers who are organized place a higher value on student instructional time and learning (Shatzer et al., 2013). Teachers with practical procedures can better support students (Kane et al., 2011). The literature supports that an organized teacher creates a thriving environment where students flourish.

Discipline

Classroom discipline is one of the most important skills an effective teacher possesses (Stronge, 2018). A strong teacher-student relationship is the key to reducing discipline problems (Marzano, 2003; Wolk, 2002). Effective teachers work to provide positive feedback because it assists in maintaining a positive classroom (Perle, 2016).

Supportive Learning Environment

A learning environment needs to be supportive for students. "Academic success for students begins with a trusting and mutually respectful relationship between student and teacher" (Cornell & Mayer, 2010, p. 11). There are many types of effective learning environments from warm and welcoming to mature and focused (Stronge, 2018). Effective teachers create positive environments where students feel safe and valued (Hart, 2010).

The second framework Strong (2018) highlighted for relationships was professionalism. A growing number of studies highlights effective teachers' affective characteristics as possibly more effective than pedagogical practices (Stronge, 2018). These can be difficult to identify, but Stronge's framework is backed by exhaustive research. Exceptional teachers were asked to list characteristics that make a teacher

exceptional, and three of the highest characteristics listed were dealing with the teacher's

professional characteristics, not their teaching skills (Bullough & Hall-Kenyon, 2012).

Even further, teachers often state many affective characteristics when asked what makes

them a good teacher instead of the technical side of education (Bullough & Hall-Kenyon,

2012).

Caring

Caring is central to student learning (Stronge, 2018). Caring shows itself in

teachers' sensitivity to students, appreciation of them, and relationship building with

them (Tomlinson, 2016). Students in urban settings, with the many documented

challenges, need caring teachers to help bridge the achievement and poverty gaps. Caring

teachers adapt to student needs and learning styles and are culturally responsive (Howard,

2001).

Fairness and Respect

Effective teachers establish rapport, credibility, and a sense of trust by modeling

fairness and respect (Stronge, 2018). Students will feel more opportunities are available

to them if the teacher is fair (Osterman, 2010). Further, teachers who treat students

equitably are considered diversity-responsive and can better meet the needs of their

students regardless of race or culture (Williams et al., 2012).

Interactions with students

Teachers and students spend much of the school day interacting. These

interactions are critical to building relationships (Stronge, 2018). One key truth of being

an effective teacher is balancing being friendly and personal while maintaining an

appropriate teaching teacher-student structure (Hamre et al., 2013). Students in urban

settings need teachers who are approachable (Murphy, 2009). These interactions

contribute to a strong learning environment.

Enthusiasm

Another factor is teacher enthusiasm . Teachers who are more enthusiastic about

teaching exhibit higher levels of instruction (Stronge, 2018). Enthusiasm has also been

shown to increase relationships with students and decrease burnout among teachers

(Schiefele et al., 2013). This enthusiasm increases student motivation and interest in

learning (Keller et al., 2016).

Positive Attitudes

When teachers are working their best, they are movers and shapers working to

advance the teaching profession (Stronge, 2018). Teachers' attitudes matter. A positive

attitude increases self-efficacy and decreases burnout (Thoonen et al., 2011).

Reflective Practice

Another element of professionalism described by Stronge is reflective practice.

Reflective practice can be described as altering beliefs, routines, and teaching practices

according to new evidence (Camburn & Han, 2015). Teachers who engage in reflection

are more likely to keep students' needs in mind as they teach (Ryken & Hamel, 2016).

Collaboration and Communication

The final element of professionalism is collaboration and communication.

Effective teachers build partnerships with parents, teachers, students, and the community

(Stronge, 2018). Effective teachers use multiple forms to connect school and home such

as home visits, positive phone calls, conferences, and more (LePage et al., 2005). In

addition, effective teachers help families create and maintain a home environment that supports student learning (LaRocque, Kleiman, & Darling, 2011).

Defining teacher effectiveness is not a matter of black and white. There is no one "right" way to be an effective teacher. There are, however, some themes that emerged in the literature. Stronge's framework, particularly in the areas of learning environment and professionalism, is a reliable tool to measure effectiveness.

Chapter Three: Design

Problem

The WELS has more teaching vacancies than they can fill (Sims, 2019). Teacher turnover in WELS urban schools remains significantly higher than its suburban counterparts. There is a strong need for qualified urban educators in the WELS. However, identifying teachers with the gifts and talents to both succeed and have a heart for this type of ministry remains a challenge. Schools and leaders need to know what to look for when seeking qualified teachers for urban education. They also need how to train teachers currently on their staff to continue to be effective and, perhaps, even grow in effectiveness.

What do school leaders need to look for? What skills should leaders strive to teach the teachers? Are there some characteristics that rise above others? Teachers need a variety of talents and experiences to be prepared to develop young children into mature Christian examples. Students in urban schools benefit from teachers who have strengths in relationships and professionalism. However, can relationships and professionalism be broken down further? If so, what characteristics are most important?

Research Question:

1. Which teacher characteristics are most associated with effective teachers in the WELS?

Subjects

The subjects for the research were teachers in our WELS urban schools. Participants included were full-time called workers from Preschool up to 12th grade, as well as administrators and pastors from the same schools. Called workers from fifteen

schools from Wisconsin and Ohio were surveyed who met Dr. Clemon's qualifications of an urban school. These participants are called workers who have been in this setting for more than one year and have permanent, full-time calls.

There were 226 called workers who me the criteria for the effective characteristic survey. The response rate was about 46% with 104 called workers completing the survey. There were twenty-nine responses in early childhood, twenty-four in elementary, twenty-six in middle school, and twenty-four in administrator responses.

The participants were categorized into different groups. Kindergarten through 2nd grade will be considered the early childhood group. The 3rd grade through 6th grade teachers will be considered the elementary group. 7th through 12th grade teachers will be the high school group. The administrators will be called the administrator group.

Instrumentation

Surveys

An electronic survey was sent to all individuals at the fifteen schools (see Appendix B). The survey utilizes Stronge's (2018) framework for the learning environment and professionalism. There are eleven qualities on the survey. These eleven characteristics were rated by importance on a scale up to 100. Every characteristic is important and necessary to be a successful teacher. The purpose of the survey was to identify which characteristic or characteristics called workers deem most important as an urban teacher in the WELS. Each group received and completed identical surveys.

Again, the participants were teachers, principals, and pastors from the WELS urban ministries in Milwaukee, Wisconsin and Columbus, Ohio. The first two questions are identifying questions. The first question asks the participant to identify the school he

or she is currently serving at. The second question asked them to choose which of the four ages he or she belongs to. If the teacher splits time amongst groups he or she is to pick the group where the majority of the time is spent or where there is the most comfort.

The rest of the survey consisted of rating the different characteristics on a scale up to 100. The different characteristics are classroom management, disciplining students, supportive, caring, fairness and respect, interactions with students, organization, enthusiasm, attitude, reflective practice, and communication and collaboration.

The first six characteristic categories have a direct impact on students. The remaining five have an indirect impact on students. The characteristics with a direct impact are the ones that deal with the teacher and the student interacting in some capacity together. For example, a teacher who is supportive will show that through his or her relationship with the students. This characteristic directly touches the students' lives. The indirect characteristics are those that affect students, but the teacher shows these characteristics in a variety of settings. One example of an indirect characteristic is organization. An organized teacher has many blessings for students, but a teacher's organization also can be seen in faculty meetings, on their desk, and so on. It is not a characteristic that directly associates with students in all circumstances.

Each characteristic was accompanied with a detailed breakdown of aspects relating to that characteristic. This allowed the participant to have a clearer understanding of each characteristic and the components that contribute to that characteristic. This detailed breakdown can be found in Appendix C of this paper.

Procedures

An introductory message and the electronic survey was sent to the leaders of the WELS urban schools as well as the appropriate staff. All principals, teachers, and pastors were included. Surveys were anonymous with only the school name and general grade level being collected. The called workers also received a page with detailed descriptions of the eleven characteristics and what factors into each quality to help make informed and educated decisions.

Data Analysis

The quantitative data was organized into descriptive statistics. The data was analyzed for patterns and themes that emerge from common and varying responses. It was cross-tabulated by the different groups of participants. Principal, pastor, and teacher ratings were all isolated, reflected on, and compared with one another. The ratings for each quality was averaged and put into a graph to visualize the results.

The data was analyzed on a number of levels. A ranking of the top three characteristics and the bottom characteristic was reflected on. The data was looked at as a whole group. A top three characteristics list was developed. The same was done for each individual school and for each group of called workers (early childhood, elementary, high school, and administrators).

The characteristics were also analyzed for themes and noteworthy responses. The data was put into six figures to assist in demonstrating the results. The whole group response is located under Appendix D to aid the reader in understanding and interpreting results.

Limitations

The most significant limitation was the survey responses. There is a smaller sample size with only a handful of principals, pastors, and teachers participating from a select number of schools. While 104 responses is a considerable amount of data, there is still approximately 54% of teachers that did not contribute to the data. Those teachers' responses could have an impact on which characteristics were deemed most associated with effective urban teachers.

The second limitation is deciding what characteristics to include in the survey as there is room for lots of bias in the selection process. There are so many characteristics, traits, qualities, and beliefs that contribute to making a teacher effective. It was not practical nor wise to try and list every characteristic a teacher could possess as an effective teacher.

The literature review served as a resource to minimize bias as much as possible. The literature review pointed in the direction of relationships and professionalism as the areas considered most impactful for effective teachers in an urban setting. Though there are still some educators who may highlight a variety of different characteristics that were not present in this research.

Chapter Four: Results

Introduction

The need for qualified WELS urban educators has never been higher. Each and every year our WELS urban schools are scrambling to cover the teacher turnover that consistently haunts urban schools. Furthermore, there is tremendous growth in the enrollment WELS urban schools. Several WELS urban schools have increased enrollment by 50% or more. There are numerous blessings from this growth.The most important is the ripe harvest field to spread God's Word.

However, WELS urban schools have struggled to attract and retain many effective teachers making it difficult to carry out ministry in these settings. Much of the research supports that teachers are more likely to stay in an urban setting if they feel trained, qualified, and successful. What characteristics help teachers feel more effective as urban teachers?

Martin Luther College has started an urban ministry minor to better equip graduates with the characteristics necessary to be effective in urban schools. Many urban schools have instructional coaches, grade level team leaders, various deans, and other personnel to support teachers. There are even additional entities that work at identifying and preparing urban teachers such as the Center for Urban Teachers in Milwaukee. While these things certainly help, the teacher turnover rates in urban schools suggest there is still a problem.

Most researchers and professionals tend to agree that relationships in an urban setting are a critical component to a successful classroom. This can be broken down further to into two categories, the learning environment and professionalism. The purpose

of this study is to gather feedback from experienced WELS urban educators about what characteristics are most crucial to feeling successful. The data gathered attempts to answer the following question:

1. Which teacher characteristics are most associated with effective teachers in WELS urban schools?
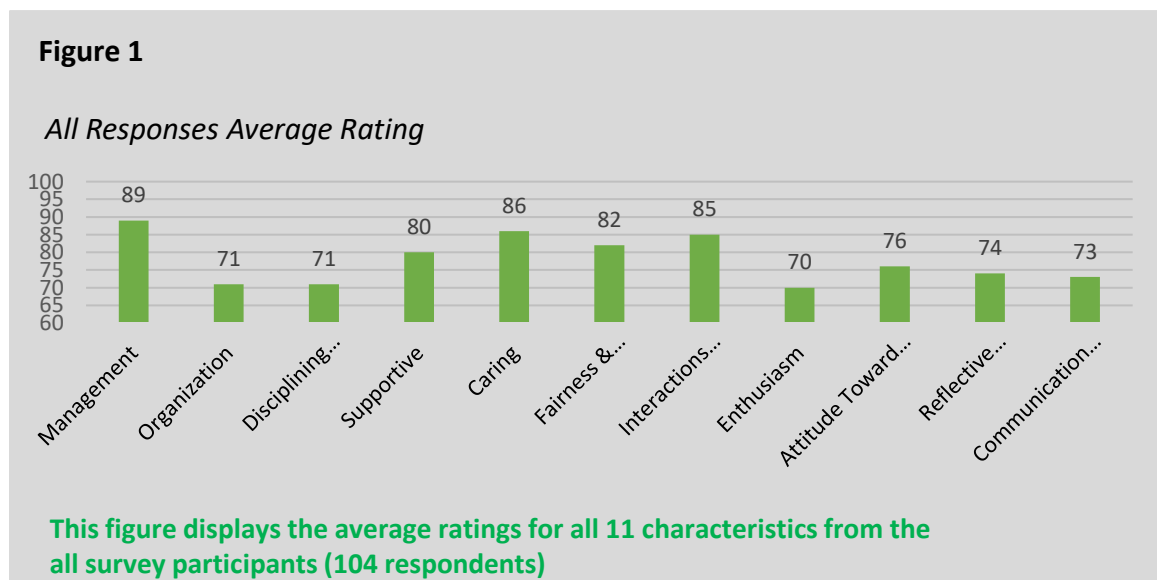
The survey was sent to all administrators, educators, and pastors who are currently serving in urban schools. The survey had a response rate slightly higher than 46% out of 226 called workers asked to participate (104 respondents).

The preschool through 2nd grade category comprised about 28% (29 respondents) of the total responses. The 3rd through 6th grade category comprised about 23% (24 respondents) of the total responses. The 7th through 12th grade category comprised 25% (26 respondents) of the total responses. The administrator category comprised about 23% (24 respondents) of the total responses.

Data Analysis

Which teacher characteristics are most associated with effective teachers in WELS urban

schools?

The data collected in the survey clearly showed a trend towards classroom

management being most associated with effective in urban schools. It was the highest

rated characteristic when all the results were averaged. Classroom management was also

rated in the top three characteristics by fourteen out of the fifteen schools. Furthermore,

Figure 1

All Responses Average Rating

This figure displays the average ratings for all 11 characteristics from the
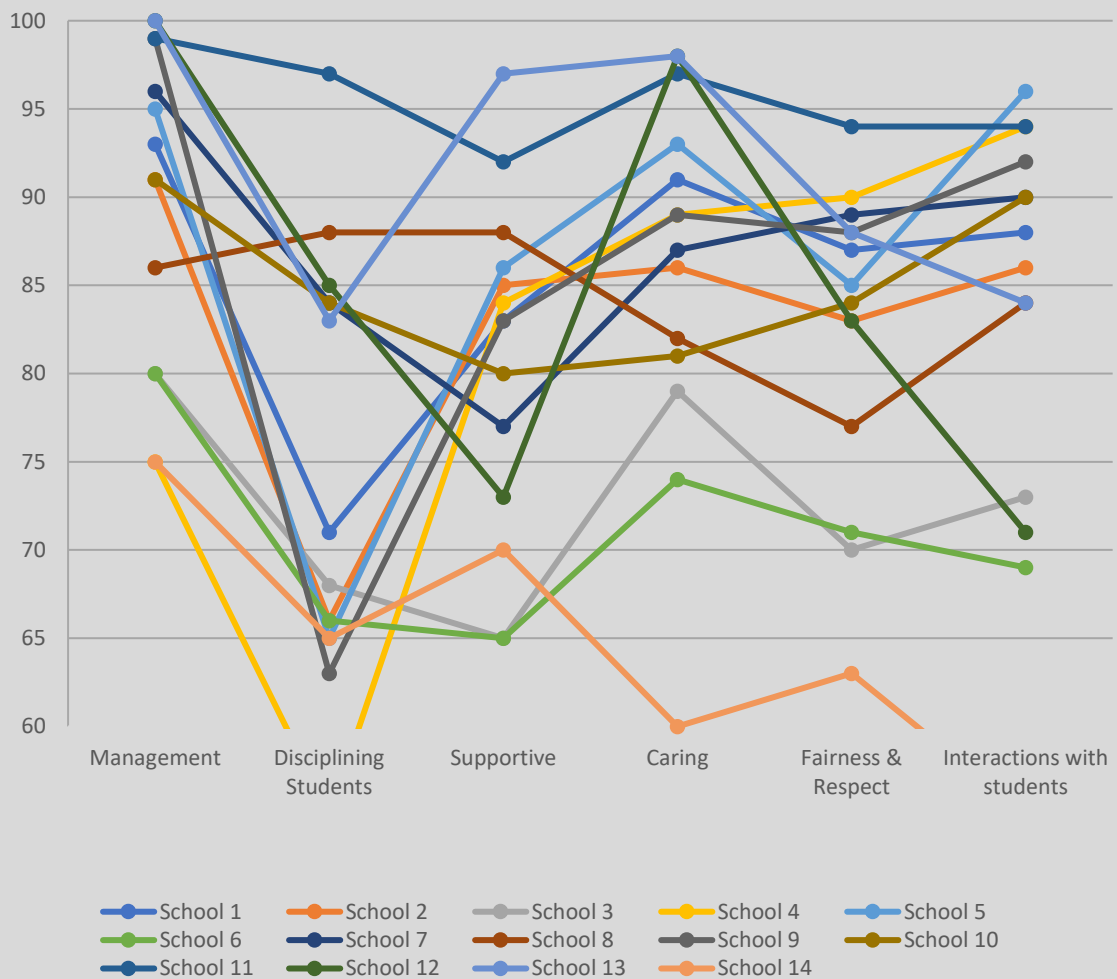all survey participants (104 respondents)

eleven schools rated classroom management as their top characteristic.

Management is defined as containing the following elements:

1. Balances variety and challenge in student activities

2. Has "with-it-ness"—is aware of all actions and activities in the classroom

3. Orchestrates smooth transitions and continuity of classroom momentum

4. Uses various appropriate immediacy cues to create a perceived feeling of

   interpersonal closeness

5. Uses space, proximity, or movement around the classroom to be near

   trouble spots and encourage attention

6. Is preventive and proactive about student behavior rather than being

   reactive to students' inappropriate behavior

Figure 2

Direct Characteristics School Results

Characteristics with a direct impact are the ones that deal with the teacher and the student interacting in some capacity together.

Two additional characteristics received ratings that consistently exceeded the

others. These characteristics are caring and interactions with students. The caring

characteristic could be found in elven out of the fifteen schools' top three characteristics.
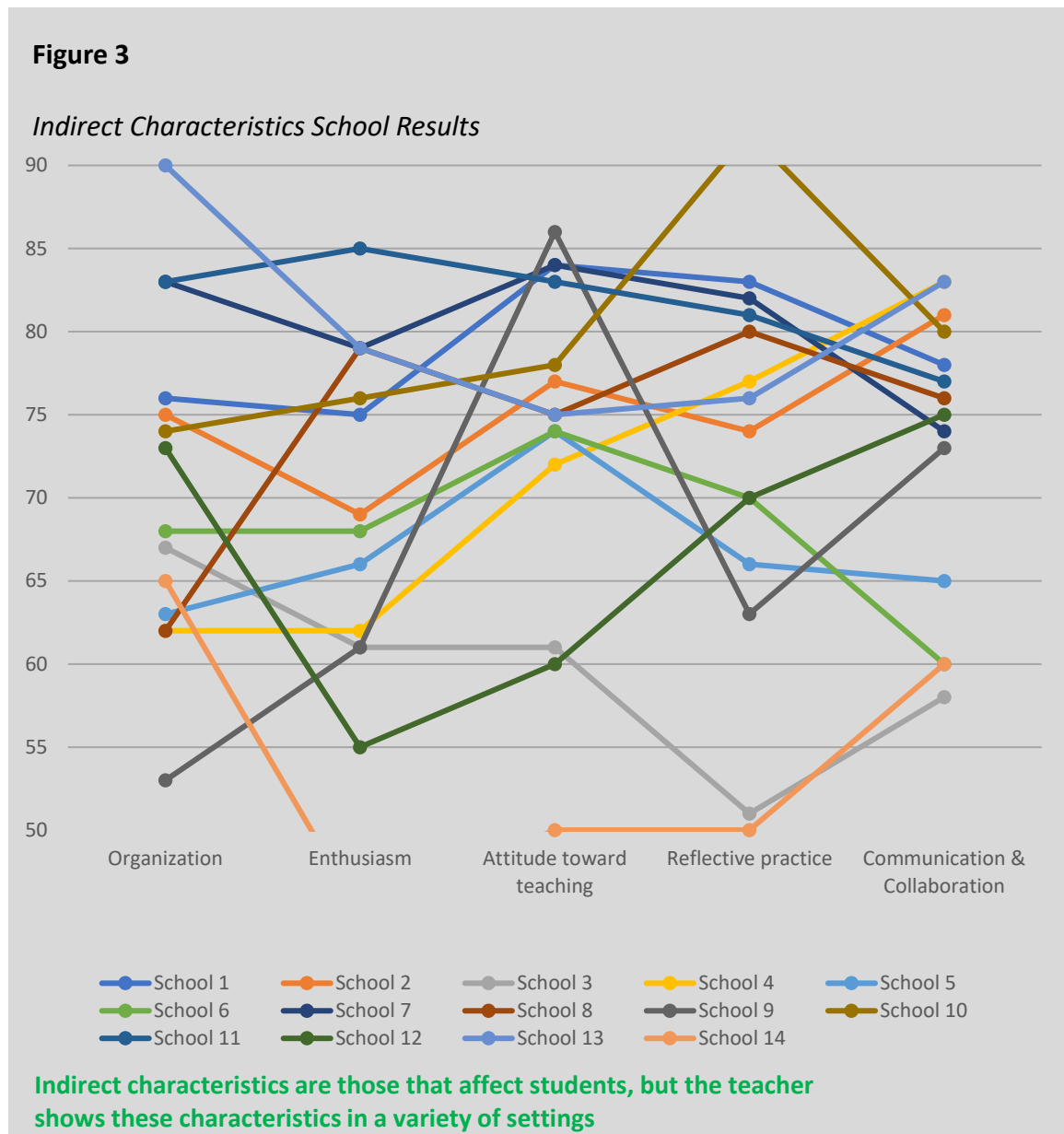
Caring was defined further in the survey as containing the following elements:

1. Actively listens

2. Shows concern for students' emotional and physical well-being

3. Displays interest in and concern about students' lives outside school

4. Creates a supportive and warm classroom climate

The third characteristic consistently in schools' top three characteristics was

interactions with students. Eleven out of Fifteen schools recorded interactions with

students as a top three characteristic. Interactions with students were described in the

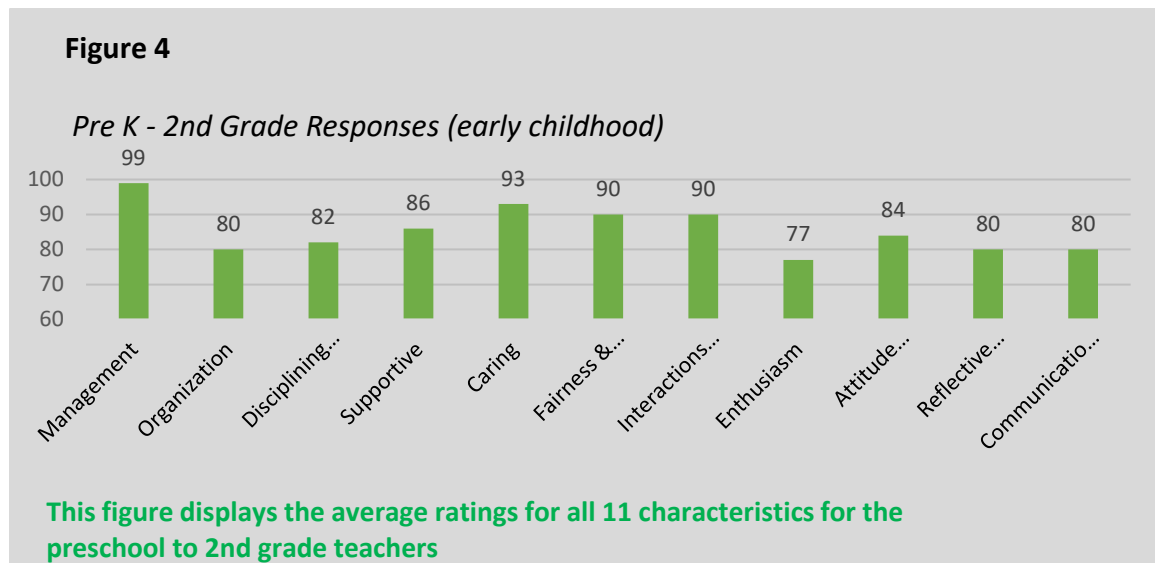survey as containing the following elements:

1. Maintains professional role while being friendly

2. Gives students responsibility

3. Knows students' interests both in and out of school

4. Values what students say

5. Interacts in fun, playful manner; jokes when appropriate

6. Builds teacher-student relationships that have a positive influence on

   student learning

Figures 2 and 3 show individual school results from the survey. Only fourteen

schools are included in the figure as the fifteenth school only had one respondent. They

are broken into two figures for readability. Figure 2 shows the direct characteristic

ratings. Figure 3 shows the indirect characteristics rating.

Figure 3

Indirect Characteristics School Results

Indirect characteristics are those that affect students, but the teacher shows these characteristics in a variety of settings

The data also shows what characteristics each different teaching group associated with effectiveness. The early childhood group had the largest number of respondents with twenty-nine respondents making up 28% of the whole group. Figure 4 shows what early childhood teachers considered to be the most critical characteristics.
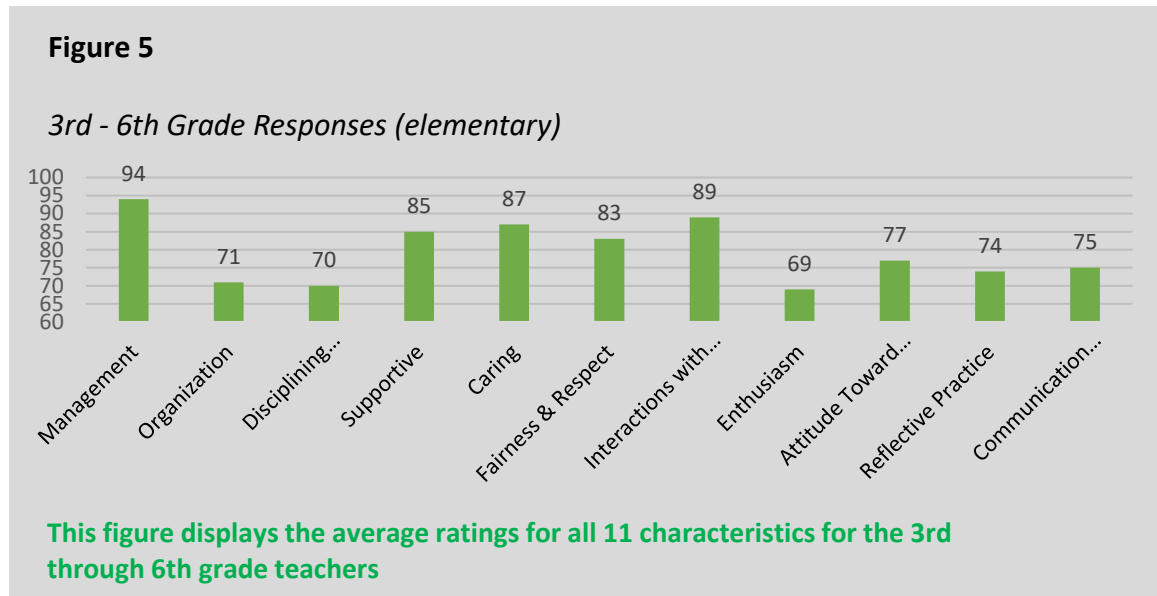
Figure 4 shows these teachers considered management extremely valuable for a teacher to be effective. Management received score of 99 out of 100. twenty-nine

Figure 4

Pre K - 2nd Grade Responses (early childhood)

This figure displays the average ratings for all 11 characteristics for the preschool to 2nd grade teachers

Teachers rated management to an average of 99. This means that out of twenty-nine teachers, nearly every individual early childhood teacher rated classroom management as a 100. This highlights how important early childhood teachers feel classroom management is for their classrooms. The difference between classroom management and the next highest rated characteristic is six. This is the highest difference among all groups, and the difference gets smaller and smaller for every age group from here on. This may suggest classroom management being especially critical for the younger students.

Caring and interactions with students also remained in the top three. Fairness and respect received the same averaged score as interactions with students. The data standing out for this group overall is the higher classroom management rating as well as the consistency seen with the whole group data.

The second group considered is the elementary teachers. This group had twenty-four teachers respond to the survey. This was roughly 23% of the whole group. Figure 5 shows their responses.

Figure 5

3rd - 6th Grade Responses (elementary)

This figure displays the average ratings for all 11 characteristics for the 3rd through 6th grade teachers

This figure shows classroom management is still the highest rated characteristic for this age group. It also shows interactions with students and caring as the characteristics rounding out the top three characteristics. Fairness and respect remained a highly rated attribute compared to the eleven characteristics, but supportive also grew to be a highly rated attribute for this group of teachers

This data has the difference in average ratings closing slightly between classroom management and some of the other characteristics. The difference appears to be widening between the top and the bottom however, with enthusiasm dropping below a rating of 70.

The last group of teachers is the teachers teaching middle school and high school. These teachers teach the high school group and make up 25% of the total group with twenty-six respondents.

Figure 6

7th - 12th Grade Responses (High School)

This figure displays the average ratings for all 11 characteristics for the 7th through 12th grade teachers
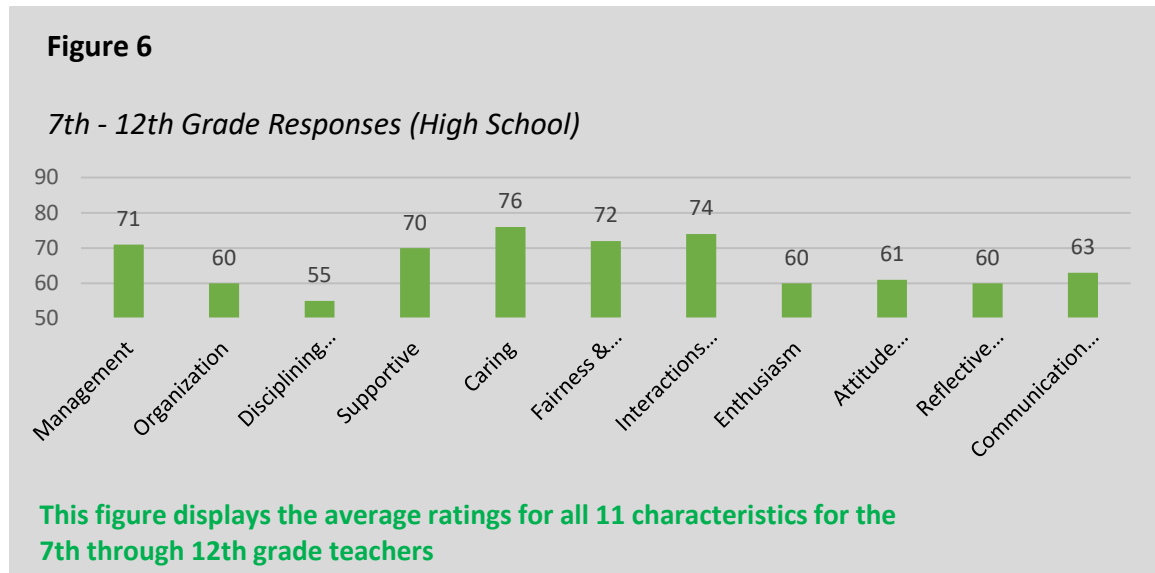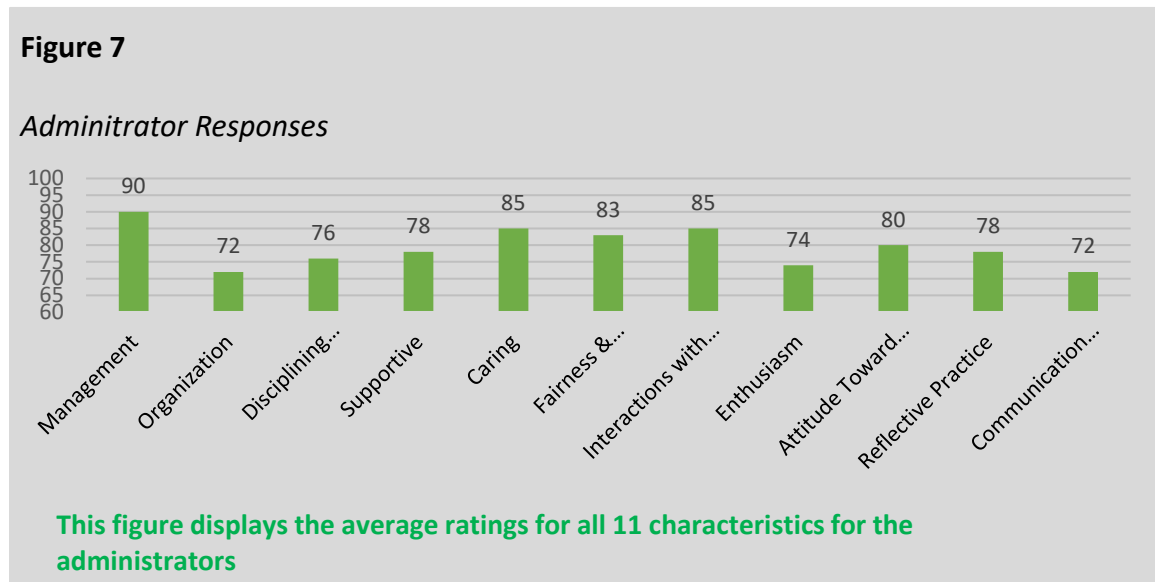
Figure 6 shows a deviation from the previous groups of teachers. High school teachers rated caring as the characteristic most associated with effective teachers. Interactions with students received the second highest rating. Fairness and respect has the third highest average. Classroom management, notably, dropped to the fourth highest rating. This may suggest that classroom management, while still important, has less of a role in the high school age group. This may come as a result of students maturing and needing less classroom management or it may result from the increased importance of the other characteristics rated above classroom management in this group.

This age group highlights the difference between the top five characteristics and the bottom seven. There is a noticeable deviation that has emerged in the data.

Disciplining students also received the lowest rating of any characteristic in the survey by these teachers.

The final group to highlight is the administrators. This group is made up of principals, assistant principals, deans, pastors, and other administrators. This group does not teach in the classroom full-time, but spends the majority of their day working as an administrator. This group had twenty-four respondents to the survey which makes up about 23% of the whole group.

The administrator group is also interesting because this is the group that most often works to develop teachers in the urban setting. This speaks to the research question. Administrators work to develop effective teachers.

Figure 7

Adminitrator Responses

This figure displays the average ratings for all 11 characteristics for the administrators

Administrators rated classroom management as the most critical characteristic associated with effective teachers. Administrators also rated caring and interactions with students in their top three. This fits with the trend that most other groups had. It is also interesting to note that attitude toward teaching averaged out to the fourth highest rated

characteristic. The group that rated that characteristic highest after administrators was a a tie at sixth highest characteristic.

The purpose of the survey was to identify the characteristics most associated with effective teachers. However, there are a couple trends for lower rated characteristics worthy of being highlighted. Organization, communication and collaboration, and enthusiasm were not listed as a top three characteristic on any individual school's data. Furthermore, organization was rated last by four schools. Communication and collaboration was rated last by three schools. Enthusiasm was rated last by three schools.

While most characteristics seem to follow a general trend, there was one characteristic that received ratings that were inconsistent. Discipline was the lowest rated by the 7th to 12th grade teacher group. It was also rated the lowest by three individual schools. However, several schools differed from that trend and rated discipline in their highest three characteristics. Five schools rated discipline as one of their highest three characteristics altogether . The survey defined discipline as containing the following elements:

1. Interprets and responds to inappropriate behavior promptly

2. Implements rules of behavior fairly and consistently

3. Reinforces and reiterates expectations for positive behavior

4. Helps students develop accountability, ownership, and autonomy for their own learning

5. Uses proactive methods to prevent and redirect misbehaviors and minimizes discipline time, thus maximizing learning time

6. Strategically uses behavior-specific praise rather than drawing attention to unproductive behaviors

Summary

The survey examined eleven characteristics associated with teacher effectiveness trying to identify which characteristic or characteristics are most associated with teacher effectiveness in urban ministry. It is important to note that every characteristic is important in this survey. The data indicates that with every characteristic being rated in the top half of the range. Relative to each other, there are some trends and themes that emerge from the eleven characteristics.

Classroom management was consistently rated as the top or a top characteristic. It was the highest rated characteristic overall, the highest rated by three out of the four educator groups, and rated highest by eleven schools.

Other characteristics receiving consistently high ratings are caring, supportive, student interactions, and fairness and respect. These we were rated highly by nearly every school and every group. A combination of at least two of those characteristics was in every school's top three characteristics for effective teachers.

The only characteristic that appeared inconsistent in the data was disciplining students. It was rated anywhere from last to first among the different schools. It received several lowest ratings, but also received several ratings in schools top three and even rated as the top characteristic by one school.

Three characteristics were commonly rated on the lower end without much dispute. Those characteristics are organization, enthusiasm, and communication and collaboration. No school had these characteristics in their top three.

Chapter Five: Summary, Conclusions, and Recommendations

Introduction

Effective teachers in an urban setting can change the lives of the students they are called to serve. Effective urban educators do a lot more than teach math facts and vocabulary words. They care for students, invest in relationships, provide a safe learning environment, and much more. The challenge facing WELS schools is finding effective teachers or training teachers to be effective in an urban setting. What characteristics do teachers need to be prepared with? What characteristics are associated with effective urban teachers?

The literature supports a focus on relationships and professionalism for teacher effectiveness. Students in an urban classroom benefit significantly when teachers build relationships and provide a safe and enjoyable learning environment. Eleven characteristics were identified, and a survey was created and sent to educators in WELS urban schools. The pastors, principals, teachers, and other adminsitrators identified classroom management as the most crucial characteristic associated with effective teachers.

Conclusion

The literature says effective urban teachers are masters of educating the whole child (Stronge, 2018). In fact, the literature goes so far as to say it is more impactful for urban teachers to build relationships and be a professional than what they teach (Gehrke, 2005; Howard, 2001; Jacob, 2007; Jones, 2017; Stronge, 2011). Positive relationships have been found to negate the effects of poverty. They have also been found to decrease behavior issues and increase learning. However, relationships and professionalism are

big topics. What is it that makes teachers effective? Are there certain characteristics that all effective teachers have in common?

The responses from the participants of the survey definitively answered which characteristic of effective teaching is associated with effective urban teachers, classroom management. The responses seemed to also have another pattern. Caring, supportive, interactions with students, and fairness and respect were also rated highly a consistent basis. On the other hand, enthusiasm, organization, and communication and collaboration were all rated consistently on the lower end of the spectrum.

When rating important characteristics for urban teachers a trend emerged. The characteristics that are more student focused received the higher ratings. These are the direct characteristics. All the characteristics affect students. The lower rated characteristics have an indirect impact whereas the highest rated characteristics have a direct impact on the students. Those characteristics, the ones with the direct impact, seem to be the ones educators who participated in the survey gravitated towards.

The literature made it clear the value of relationships in an urban classroom. The survey echoes that sentiment by focusing in the characteristics that directly impact the students. It highlights the need to be intentional about each and every interaction with students.

Classroom management is centered in trust (Kerssen-Griep & Witt, 2012), a trust in the teacher to provide a positive and safe learning environment. Classroom management is linked to student trust and motivation. Effective teachers look at classroom management as much more than *controlling* students. Teachers provide engaging lessons and activities. This increases the likelihood students will want to be in

class. Teachers have an awareness of the room. This helps students feel safe. Effective teachers are in control of the room. They use the least invasive strategies to help curb and guide student behavior. Teachers are proactive with student behavior and look for opportunities to praise students, not just correct. All these factors lead to a deepened level of trust between teacher and student.

Supportive learning environments assist in students feeling valued. Teachers see a child of God. Teachers create a safe space where students can feel free to drop their walls down, even if just a little. Effective teachers consider each student's needs and are well trained on Maslow's hierarchy of needs (Hart, 2010). Effective teachers understand students need to feel safe to learn. Effective teachers strive to build a strong classroom culture and community. This leads to students feeling valued and supported.

Effective teachers care. It is more than an eight-hour work day. Caring teachers invest in students by displaying an interest in their lives, even outside of school! They attend sporting events or piano recitals. Caring teachers have been documented as one of the best ways to close the poverty gap (Howard, 2001). Students in an urban setting cling to caring teachers because caring teachers have a concern for the students that goes beyond a typical job.

Effective teachers act with a high level of fairness and respect for students. They prevent students from losing respect with peers as much as possible. Effective teachers set students up for success in all that they do. They treat students equally and show an appropriate level of sensitivity and understanding for culturally diverse students. If a classroom has fairness and respect, students will be more likely to seize opportunities and take risks.

The final characteristic highlighted by the survey as highly effective is interactions with students. Effective teachers have mastered maintaining a friendly, but professional role. Students know they have an adult who is in their corner and can be trusted. Effective teachers in this characteristic also look for opportunities to give the students responsibilities. This can be classroom jobs, helping other students, or some other form. Effective teachers know their students. They know their interests. Effective teachers are willing to have fun with students in appropriate ways. This could be occasional jokes or joining in a game at recess. They know what the students struggle with and what they excel at. They even know some of their interests from outside of school. Teachers value the students and what they say. Finally, they have a focus and positive influence on student learning. These interactions directly contribute to strong relationships.

Survey respondents varied widely in their rating of disciplining students. No other characteristic fluctuated as much as this one. Discipline is a controversial topic in education. Countless books have been written on the best practices. There are dozens and dozens of theories out there on the best discipline strategies. This could suggest that teachers interpreted disciplining students differently with some seeing it as a highly important characteristic and others thinking it is one of the lesser characteristics.

The high school group was the only group to leave classroom management out of its top three. The most likely cause is as students age classroom management may become less on the teacher's plate and more on the students as they mature. Little students require more structure and rules. While older students still need structure and rules, they also need to learn higher levels of responsibility and accountability. With

those things come a higher level of freedom and a more intentional push by effective teachers to be role models and have positive interactions with students while also caring for students.

Two other interesting results are worth noting. Administrators rated attitude towards teaching much higher than the teachers. The literature clearly supports teachers having a passion and genuine interest in urban in order to be effective and enjoy teaching in the urban setting (Jones, 2017; Mueller, 1997). One explanation may be teachers who are already effective are under appreciating attitudes because they already have a good one. Another explanation could be that administrators work with teacher attitudes more than teachers work with other teacher attitudes.

The second interesting result was the low score for communication and collaboration. Some more research may need to be done here. There is much research that indicates value in creating professional learning communities, in peer observation and feedback, and much more. The low score could be that this is an indirect impact on students as opposed to a direct one.

The survey has a strong correlation with the literature. The characteristics that most epitomize relationships were the characteristics that received the highest rating. Effective teachers build strong relationships with students which leads to success.

Recommendations

Urban schools in the WELS appear to be here to stay. They are growing and thriving. With increased enrollment comes the opportunity and blessing to spread the Word to more people. The fifteen schools in the survey make up about 3% of the schools in the WELS, but they make up just over 10% of students enrolled in WELS schools.

Effective teachers are needed in these urban schools. It is the hope of this study that WELS leaders both in urban schools and at the training schools can use this information to assist in training effective teachers in urban settings.

Recommendation One

Effective teachers in urban schools who are growing meaningful and appropriate relationships with students are encouraged to keep doing so. Teachers taking time to do this are on the right track. Continue to take time to build relationships with students. The work being done is such a blessing, and the rewards are many. Effective teachers in the WELS urban schools have the ability to positively impact the lives of their students. The WELS needs teachers willing to serve in this ministry setting. Invest in relationships on a daily basis.

Recommendation Two

Martin Luther College is encouraged to continue to faithfully train teachers pursuing an urban minor. Students preparing to serve in an urban setting would benefit from a focus in the area of relationships, specifically classroom management. It would be wise and beneficial to devote adequate time to developing these characteristics as the research suggests these are the characteristics most associated with effective teachers.

Recommendation Three

Invest time training teachers on what good classroom management looks like. Classroom management is an area teachers constantly want to know more about and grow in as teachers. It is guaranteed that every school day a teacher will spend hours using classroom management skills. Teachers need training in this area. This includes undergraduates, beginning teachers, experienced teachers, and even master teachers. All

teachers utilize classroom management; training will lead to more effective practices. Teachers will benefit from continued and increase professional development with a focus on classroom management.

Recommendation Four

Focus on relationships. Effective teaching flows from relationships. Where strong relationships are found in the classroom there will also be strong learning. School leaders, spend time in your training of teachers on relationships. Procedures, consequences, organization, and lesson plans are all important. Relationships is even more impactful. Equip teachers with the knowledge and the tools to focus on relationships.

In addition to taking time at the beginning of each year to teach procedures also take time to build relationships and get to know your students. Plan team building activities, ask students questions and genuinely listen for answers, *happily* conduct home visits, and send student interest surveys home and memorize their responses. Have a little fun with students. This focus will absolutely pay dividends throughout the year.

Concluding Thought: The harvest is plentiful, but the workers are few

Urban schools are growing substantially. Many WELS urban schools have wait lists to get in. Students who do know not their Savior, wanting to get into a good, safe, Christian school where the saving Gospel is taught on a daily basis, are waiting to enroll because there is no room for them. The harvest is plentiful. Workers are needed.

Congregations are encouraged to promote the public ministry to the children of your congregations. The WELS needs pastors and teachers. The shortage is not just in urban schools, but everywhere. Fuel the little flames in the hearts of children who have an interest in public ministry. Look for opportunities to build on that interest.

Provide opportunities for the students at Martin Luther College to become familiar with urban ministry. Encourage students to consider the urban minor. Even if urban is an area of initial discomfort. The concepts and skills learned carry over into all ministry types. The practical teaching experience and training students receive is second to none. Students may even find it enjoyable. Urban schools need effective teachers. Undergraduates are encouraged to be open to the idea.

Administrators should work to set teachers up for success. Spend time training them on the effective characteristics before school begins and spend time throughout the year. Work hard to develop and grow those characteristics in the teachers currently serving on the faculty. Provide them with observation, feedback, coaches, and other tools to assist in their development. Teachers can learn and grow these characteristics.

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Appendix

Appendix A: Letter to Called Workers

Dear WELS Principals/Teachers,

My name is Charles Galecki. I serve in an urban WELS school in Columbus, OH. I am currently in the process of completing my capstone project on characteristics of effective urban educators in the WELS. I am hoping for your help! I only have a handful of urban schools to draw from so every response is crucial for my research.

Attached is a survey. It is only a couple questions long. My hope is you can take a couple minutes and review the definitions. It is imperative to understand the definitions when filling out the survey. Please complete the attached survey. It should only take 10-15 minutes from start to finish. Your answers will be a critical component in the research.

Principals, pastors, school deans, and other leaders please consider yourself administrators. Teachers, please consider yourself the grade level you spend the most time in during the day. If you are evenly split, consider yourself the grade level you feel most comfortable currently teaching in.

I really appreciate your time and help. I know how busy ministry is and am so thankful for your support. All of the replies and answers will remain anonymous. I will only know what school they came from and the relative grade level. The survey should take about ten to fifteen minutes at most. The survey will be done with Survey Monkey.

CHARACTERISTICS OF EFFECTIVE WELS TEACHERS**Appendix B: Survey**

Which best describes the group you belong to? (Choose one)

- o Administration

- o PK-2nd Grade

- o 3rd-6th Grade

- o 7th-12th Grade

Rate the characteristics on a scale from 1 to 5 based on how necessary each characteristic is to be an effective urban educator in the WELS
1 is less critical, 5 is more critical.

Classroom Management	1	2	3	4	5
Organization	1	2	3	4	5
Disciplining Students	1	2	3	4	5
Supportive	1	2	3	4	5
Caring	1	2	3	4	5
Fairness & Respect	1	2	3	4	5
Interactions with Students	1	2	3	4	5
Enthusiasm	1	2	3	4	5
Attitude Toward Teaching	1	2	3	4	5
Reflective Practice	1	2	3	4	5
Communication & Collaboration	1	2	3	4	5

Appendix C: Survey Definitions

Classroom Management

Balances variety and challenge in student activities	Has "with-it-ness"—is aware of all actions and activities in the classroom	Orchestrates smooth transitions and continuity of classroom momentum
Uses various appropriate immediacy cues to create a perceived feeling of interpersonal closeness	Uses space, proximity, or movement around the classroom to be near trouble spots and encourage attention	Is preventive and proactive about student behavior rather than being reactive to students' inappropriate behavior

Key Elements of Organization

Establishes routines for all daily tasks and needs	Handles routine tasks promptly, efficiently, and consistently	Prepares materials in advance
Improves the accessibility and availability of materials	Organizes classroom space efficiently	Frames lessons in a coherent and logical manner

Discipling Students

Interprets and responds to inappropriate behavior promptly	Implements rules of behavior fairly and consistently	Reinforces and reiterates expectations for positive behavior
Helps students develop accountability, ownership, and autonomy for their own learning	Uses proactive methods to prevent and redirect misbehaviors and minimizes discipline time, thus maximizing learning time	Strategically uses behavior-specific praise rather than drawing attention to unproductive behaviors

Supportive Learning Environment

Develops a positive, warm, safe, supportive, and stimulating environment that is conducive to learning	Establishes a positive classroom culture with shared attitudes, values, goals, and practices	Creates a learning community with hallmarks of collaboration, initiative, and self-regulation

Builds teacher-student relationships that are characterized by empathy, warmth, and genuineness	

Caring

Actively listens	Shows concern for students' emotional and physical well-being	Displays interest in and concern about students' lives outside school
Creates a supportive and warm classroom climate		

Fairness and Respect

Responds to misbehavior on an individual level	Prevents situations in which a student loses peer respect	Treats students equally
Creates situations for all students to succeed	Shows respect to all students	Shows cultural sensitivity when interacting with culturally diverse students

Interactions with Students

Maintains professional role while being friendly	Gives students responsibility	Knows students' interests both in and out of school
Values what students say	Interacts in fun, playful manner; jokes when appropriate	Builds teacher-student relationships that have a positive influence on student learning

Enthusiasm and Motivation About Learning

| Shows joy for the content material	Takes pleasure in teaching	Uses a lively, energetic, and exuberant teaching style
Makes students excited about learning	Understands how student motivation works and uses various strategies to increase students' academic motivation	

Attitude Toward Teaching

Possesses a positive attitude about life and teaching	Participates in collegial activities	Accepts responsibility for student outcomes
Seeks professional development	Finds, implements, and shares new instructional strategies	Acts as a well-informed consumer of educational policies, instructional innovations, and internal changes that influence student learning

Reflective Practice

| Identifies and evaluates personal strengths and weaknesses	Has a commitment to continuous improvement and perpetual learning	Reflects on the effectiveness of implemented strategies
Sets high expectations for personal classroom performance	Demonstrates high efficacy	Engages in self-directed learning based on a set of established goals and in a community with like professionals
Engages in learning activities outside the classroom intended for school and student enhancement	Incorporates learning from professional growth opportunities into instructional practice	Sets goals for improvement of personal knowledge and skills

Communication and Collaboration

Works in a collegial and collaborative manner with administrators, other school personnel, and the community to promote students' well-being and success	Builds positive and professional relationships with parents through frequent and appropriate communication concerning students' progress	Serves as a contributing member of the school's professional learning community through collaboration with teaching colleagues

Appendix D: Survey Results

Q1 Which school do you serve at?

Answered: 104   Skipped: 0
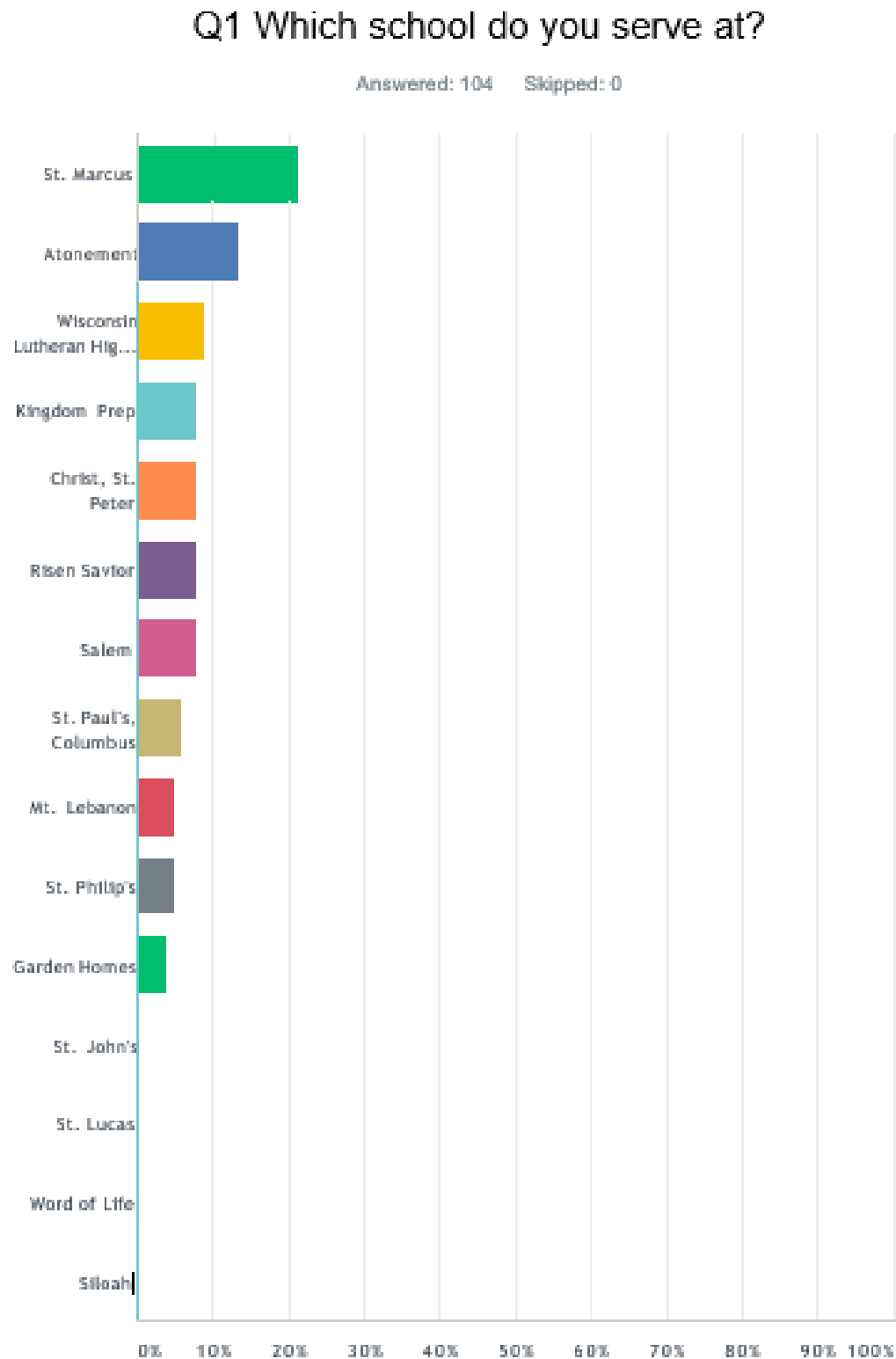
Q2 Which best describes the group you belong to? (Choose one)

Answered: 103   Skipped: 1
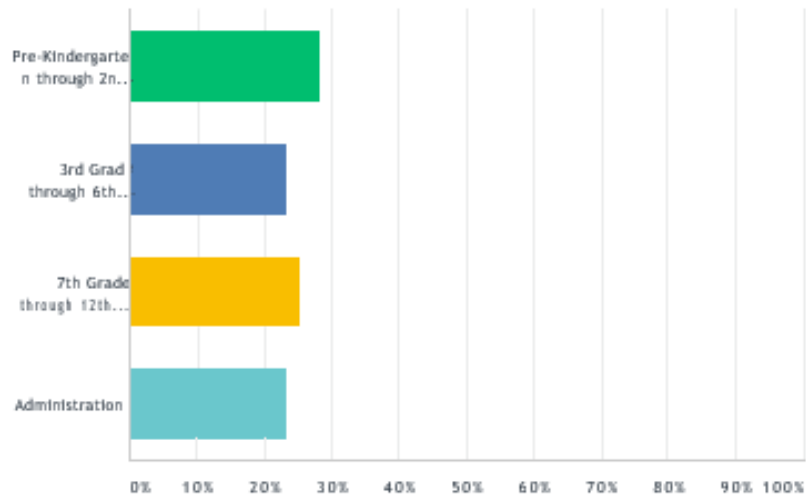
ANSWER CHOICES	RESPONSES	
Pre-Kindergarten through 2nd Grade	28.16%	29
3rd Grade through 6th Grade	23.30%	24
7th Grade through 12th Grade	25.24%	26
Administration	23.30%	24

Q3 Classroom Management

Answered: 104 Skipped: 0
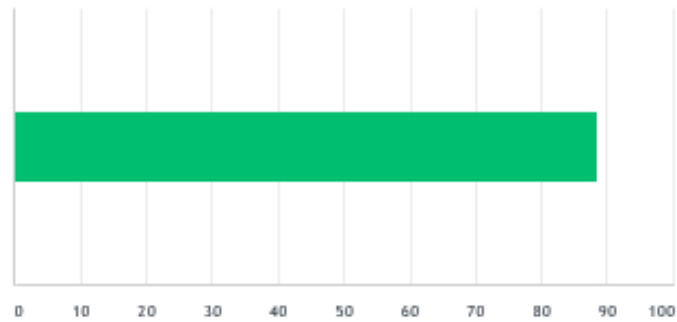
ANSWER CHOICES	AVERAGE NUMBER	TOTAL NUMBER	RESPONSES
	89	9,214	104
Total Respondents: 104			

Q4 Organization

Answered: 104   Skipped: 0
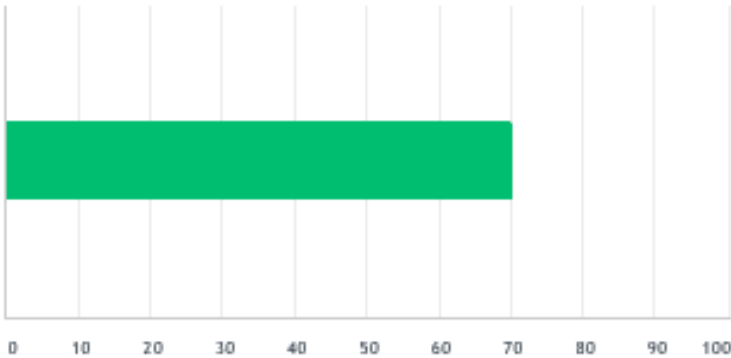
ANSWER CHOICES	AVERAGE NUMBER	TOTAL NUMBER	RESPONSES
	71	7,338	104
Total Respondents: 104			

Q5 Disciplining Students

Answered: 103   Skipped: 1
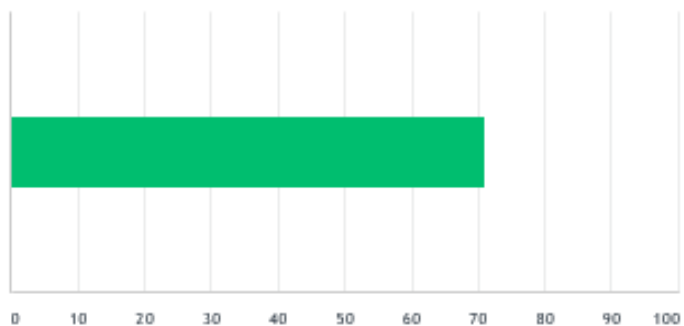
ANSWER CHOICES	AVERAGE NUMBER	TOTAL NUMBER	RESPONSES
	71	7,329	103
Total Respondents: 103			

Q6 Supportive

Answered: 103 Skipped: 1
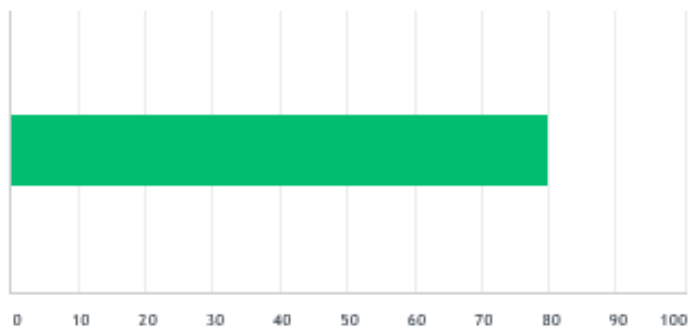
ANSWER CHOICES	AVERAGE NUMBER	TOTAL NUMBER	RESPONSES
	80	8,209	103
Total Respondents: 103			

Q7 Caring

Answered: 104   Skipped: 0
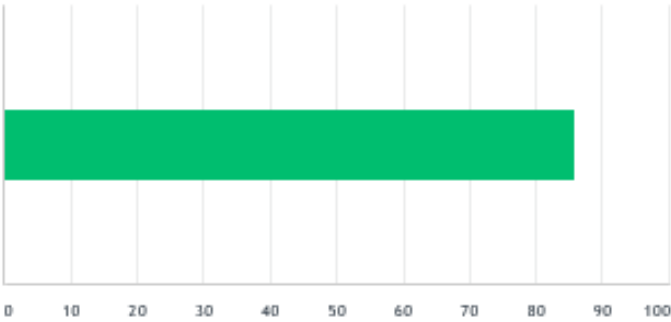
ANSWER CHOICES	AVERAGE NUMBER	TOTAL NUMBER	RESPONSES
	86	8,913	104
Total Respondents: 104			

Q8 Fairness & Respect

Answered: 104   Skipped: 0
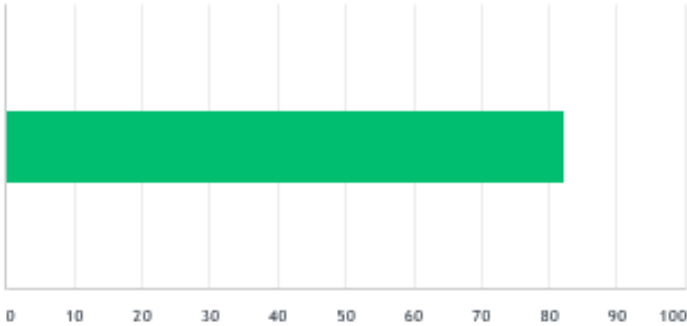
ANSWER CHOICES	AVERAGE NUMBER	TOTAL NUMBER	RESPONSES
	82	8,551	104
Total Respondents: 104			

CHARACTERISTICS OF EFFECTIVE WELS TEACHERS

Q9 Interactions with Students

Answered: 104   Skipped: 0
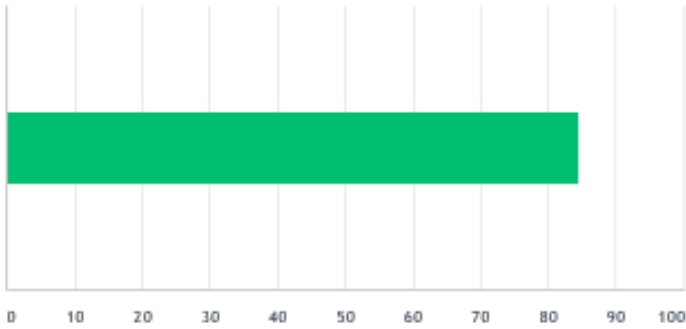
ANSWER CHOICES	AVERAGE NUMBER	TOTAL NUMBER	RESPONSES
	85	8,791	104
Total Respondents: 104			

Q10 Enthusiasm

Answered: 104 Skipped: 0
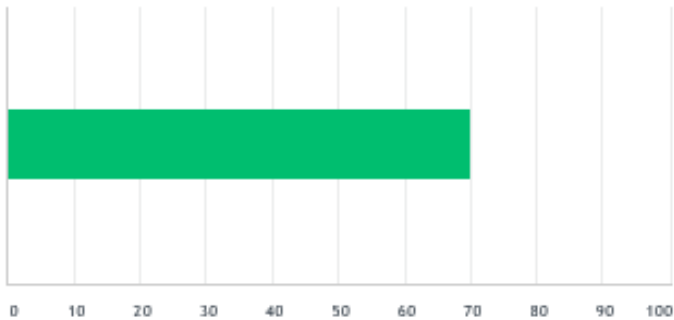
ANSWER CHOICES	AVERAGE NUMBER	TOTAL NUMBER	RESPONSES
	70	7,229	104
Total Respondents: 104			

Q11 Attitude Toward Teaching

Answered: 104   Skipped: 0
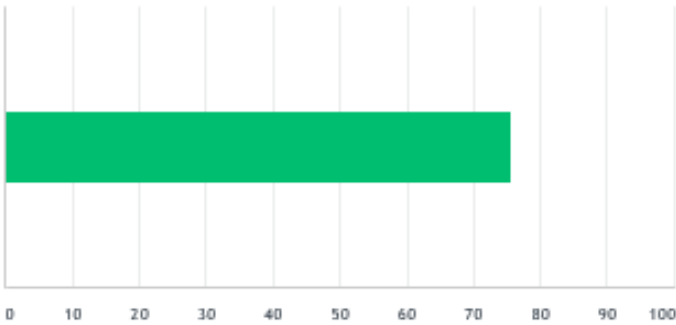
ANSWER CHOICES	AVERAGE NUMBER	TOTAL NUMBER	RESPONSES
	76	7,882	104
Total Respondents: 104			

Q12 Reflective Practice

Answered: 104   Skipped: 0
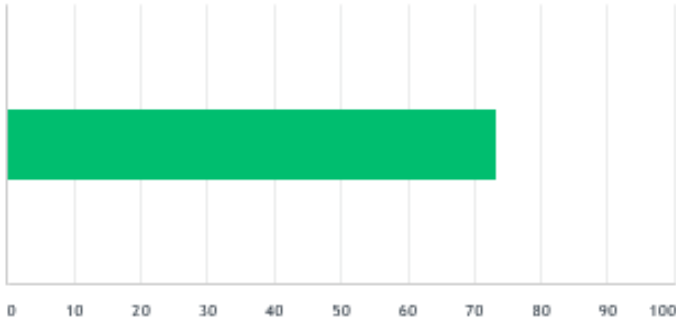
ANSWER CHOICES	AVERAGE NUMBER	TOTAL NUMBER	RESPONSES
	74	7,647	104
Total Respondents: 104			

Q13 Communication & Collaboration

Answered: 104   Skipped: 0
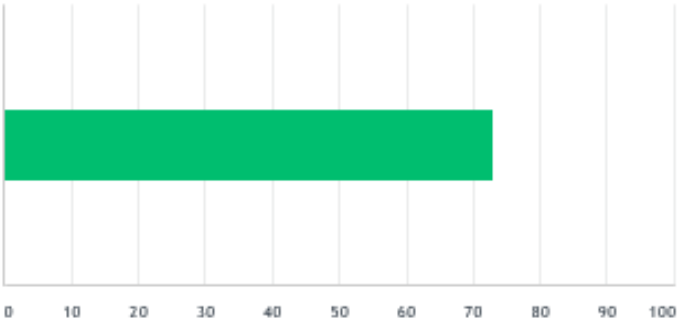
ANSWER CHOICES	AVERAGE NUMBER	TOTAL NUMBER	RESPONSES
	73	7,597	104
Total Respondents: 104			