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Female Teachers as Sexual Predators: A Qualitative study of grades 7-12 in the state of Florida's public schools

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Female Teachers as Sexual Predators: A Qualitative study of grades 7-12 in the state of

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by

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Dedication

To my daughters, Hannah and Gracie, for their patience and understanding while mommy completed her "work". And to answer your big question- yes mommy's work is finally done. To my husband for the love and support that has been provided throughout this endeavor. To the two phenomenal women in my life: my Grandma Rosalie and my mother. The love for learning, the strength to achieve, and the power to believe in myself would not be possible without their support and love. Thank you!!!

Acknowledgments

The fascination of education is the ability to gain new knowledge, to implement new strategies, and explore endless possibilities all with the intention of revolutionizing the education process and increasing student learning. This dissertation could not have been completed without the help, guidance, and support of my Committee Chair, Dr. Steve Permuth. Without your gentle reminders, encouragement, concern, and knowledge, I may not have explored the current possibilities and look forward to exceptional challenges in the future. In addition, Dr. Arthur Shapiro, Dr. Steve Lang, and Dr. Julie Janssen provided immeasurable assistance and knowledge in the development of this project.

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Abstract

This study's purpose was to discover commonalities and differences among female predators and Florida female teachers who are perceived and reported to harass students sexually. When perceived and reported female sexual harasser and student safety was researched, a breath of studies did not occur. When current studies were reviewed, teacher sexual harassment continued to occur. In this qualitative study, ten Florida public school female teachers who were perceived and reported to sexually harass students were randomly selected. Findings indicted that further research is still needed on female teachers who are perceived and reported to sexually harass students. When researching the female teacher as a sexual predator, implications such as student safety in the public school system, school districts not reporting sexual harassment, and the need for additional research due to the minimal amount of completed research on the topic.

When the differences and commonalities between female teachers who are perceived and reported to harass students sexually and female predators was studied, the results were not conclusive. The data displayed minimal commonalities and differences leaving no definitive answer but created numerous questions for future research. In addition, recommendations were made for school leaders and for future research.

Chapter 1: Female Teachers Affecting Student Safety

"There is a time in every man's education when he arrives at the conviction that envy is

ignorance: that imitation is suicide; that he must take himself for better, or worse."

– Ralph Waldo Emerson

Introduction

Students may have encountered sexual harassment at some point during their

schooling. Parents may be notified of sexual harassment through emails found on their

son or daughter's computer, text messages revealed on cell phones, and voicemails left

by their female teachers. While a breadth of studies are not apparent, headlines such as

these are not uncommon:

1. Elementary school teacher facing multiple sex charges- www.waaytv.com
   April 2008

2. Teacher charged in student sex abuse case- www.wave3.com May 2010

3. High school teacher in sex text scandal- www.nbcmiami.com February
   2011

4. Former teacher sent sexual text messages, groped student- www.kcrg.com
   April 2011

For example, a female teacher developed a sexual relationship with a male student. The

relationship continued for over a year and was brought to the parents' attention via text

messages from the teacher. Another sexual harassment incident occurred when a female teacher solicited sex from a male minor through the use of the internet, which led to her arrest.

During the time students spend in school, one author asserts that 10% of the students are in danger of experiencing perceived sexual misconduct by school employees (Magnuson, 2004). However, according to the Counter Pedophilia Investigative Unit (CPIU) a partnership of computer experts, law enforcement agents, and counter-pedophilia experts, "15% of students will be sexually abused by a member of the school staff during their school career" (www.cpiu.us). Shakeshaft (2003) stated "since 49 percent of children are sexually abused by someone other than a parent or parent substitute, it seems sensible to know what types of 'others' are sexually abusing children" (p. 10). Justice O'Connor stated in the *Gebser v. Lago Vista Independent School District* (524 U.S. 274, 1998), "the number of reported cases involving sexual harassment of students in schools confirms that such harassment unfortunately is an all too common aspect of the educational experience."

Student safety in the public school system has been the forefront concern when focusing on sexual harassment. According to the Equal Employment Opportunity Commission (EEOC), the number of sexual harassment charges filed increased from 1999-2000, millions in monetary benefits increased from 2004 to 2006, and sexual harassment charges filed by males increased significantly from 2005 to 2006. In a study completed by the American Association of University Women Foundation (AAUW) (2001), 1,600 students were surveyed in eighth through eleventh grades. Twenty five percent of the girls and ten percent of the boys stated being harassed or abused by a

school employee. The environments where students experienced sexual abuse by adults most frequently occurred within empty classrooms, offices, and the hallways (Shakeshaft, 2003). Out of the students who experienced sexual harassment, approximately 27% of secondary students reported incidents of sexual harassment involving teachers (National Center for Educational Statistics (NCES), 2005).

Statement of the Problem

Sax (2009) believed parents send their students to school with the expectations that the students will be safe, will learn relevant material, and are taken care of by the teachers. According to Tanner (2007), after reviewing five years' worth of state disciplinary actions against teachers, 2,570 educators were punished for reported sexual misconduct. Sax (2009) cited a 2007 FBI study that reported one out of six boys would be sexually molested before his 18th birthday; twenty percent of all children received unwanted sexual messages; and seventy-five percent of children who received unwanted sexual messages did not tell their parents.

When the perceived and reported female sexual harasser and student safety was researched, a breadth of studies did not occur. Shakeshaft (2004) stated there is limited data available on perceived and reported educator sexual misconduct, descriptors of predators, and descriptors of targets. Knoll (2010) has discussed the minimal amount of national studies of educator sexual abuse. As Gelsthorpe (2004) stated, "there have been relatively little theorizing about women and crime" (p. 15). Due to the limited research focused on teachers who are perceived and reported to abuse primary and high school students sexually, additional research is needed (Knoll, 2010; Moulden, Firestone, Kingston, and Wexler, 2010; Shakeshaft, 2004).

Shakeshaft (2004) recognized that seven percent of youth report physical sexual exploitation by a teacher or other educator. Many school districts made the decision not to report the sexual harassment due to the school or district's reputation, the teacher was willing to resign or retire, wrongfully accused the teacher because the act has not been proven, and additional lawsuits from other parents (Sax, 2009). Shakeshaft (2004) stated that out of the 225 cases of documented sexual misconduct by physical education teachers nationally resulted in only 15% losing their jobs, 50% received a reprimand or negative consequence, and 31% left the district with a positive recommendation. Students are exposed and available to perceived sexual harassment by their female teachers and, therefore, student safety should be a major concern for school districts and school administrators.

Purpose of Study

Parents and guardians send their children school for an education in a safe and nurturing environment. Whether students are in elementary, middle, or high school, perceived sexual harassment does occur (AAUW, 1993). According to the Counter Pedophilia Investigative Unit (CPIU), between one and five percent of teachers are perceived to abuse or harass students sexually, most cases of perceived student sexual abuse by teachers are never reported, and in nearly half the reported cases teachers were accused of sexually abusing more than one victim (www.cpiu.us). An environment created to keep students safe from harm has been a goal of schools. The purpose of this study is to discover commonalities and differences among female predators and Florida female teachers who are perceived and reported to harass students sexually. In addition, the information gathered may provide guidance to create safer environments for students.

According to the study completed by AAUW (2006), sexually harassing behaviors have included making sexually suggestive comments, jokes, gestures, or looks; touching, grabbing, or pinching in a sexual manner; having someone brushing up against you in a sexual way; and someone showing a student sexually suggestive pictures, photographs, illustrations, messages, or notes. These unwanted and unwelcome behaviors have left students feeling embarrassed, self-conscious, less confident, afraid, and scared. When the current studies were reviewed, the issue of teacher sexual harassment continues to occur.

Qualitative inquiry will be used to guide this research. Resources such as, but not limited to, field notes, documents, records, reports, websites such as myfloridateacher.com, Florida's department of Law Enforcement website for Florida sexual offenders and predators, films, videos, and newspaper articles will be a focal point as this relates to the phenomenon of the female teacher as a sexual predator within the public school system.

Significance of the Study

While the female sexual harasser and related student safety was researched, a breadth of studies is not evident. Shakeshaft (2004) reported limited data available on perceived educator sexual misconduct, descriptors of predators, and descriptors of targets. Knoll (2010) noted there are minimal national studies of educator sexual abuse. As Gelsthorpe (2004) stated, "there has been relatively little theorizing about women and crime" (p. 15). Breakthrough research such as: AAUW's Hostile Hallways (2001); AAUW's Harassment-Free Hallways: How to stop sexual harassment in schools (2004); Charol Shakeshaft's Educator Sexual Misconduct: A synthesis of existing literature

(2004); and AAUW's Drawing the Lines: Sexual Harassment on Campus (2006)

conclude that educator sexual misconduct continues to be a concern and continues to

understudied. Due to the limited research focused on teachers who sexually abuse

primary and high school students, additional research is needed (Moulden et al., 2010).

When the female teacher as the sexual harasser and student safety is discussed, several

research questions guide the text of this paper. The research questions are:

1) What are the perceived and reported patterns of behavior regarding

   female predators?

2) What commonalities or patterns of behavior, if any, do female teachers

   who are perceived and reported to harass students sexually have with

   female predators?

3) Are there any differences between female teachers who are perceived

   and reported to harass students sexually and female predators?

Towards the end, a framework to link the influences of the reported female teacher as a

sexual predator and student safety will be constructed. This would include explaining the

implications and findings with regards to student safety, the female teacher, and sexual

harassment. Finally, if there are common patterns, how can this information assist to

create a safer environment for students? Recommendations will be made toward specific

actions that school leaders should take to prevent sexual harassment from occurring.

Definitions of Significant Terminology

Many researchers use different terminology when discussing the inappropriate

behavior educators impose on students because of the different definitions from state to

state and definitions which overlap each other (Cairns, Mullen, Sutton, & Fauske, 2007; Cohan, Hergenrother, Johnson, Mandel, & Sawyer, 1996). The field of education has used terms such as educator misconduct and educator sexual misconduct. This definition sets the standards and guidelines for school systems to follow when educating teachers and non-instructional personnel are educated on appropriate and inappropriate behaviors with students. When sexual harassment and sexual predators are discussed, the terminology is important and central to the idea of sexual harassment.

Child sexual abuse

The violation of a trust relationship between a molester and a child which involves secrecy and sexual activity the molester knows to be unacceptable (vanDam, 2001).

Child molester

An adult that touches a child in a sexual way that is unlawful without penetrating (Sax, 2009).

Educator sexual misconduct

Shakeshaft completed a study for the United States Department of Education (2004) (DOE) *educator sexual misconduct* is defined as:

- Any conduct that amounts to perceived sexual harassment under Title IX of the United States Education Amendments of 1972.

- Any perceived conduct that would amount to sexual abuse of a minor person under state criminal codes.

- Any perceived and reported sexual relationship by an educator with a student, regardless of the student's age; with a former student under 18; with a former

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- student (regardless of age) who suffers from a disability that would prevent consent in a relationship. All students enrolled in the school and in any organization in which the educator holds a position of trust and responsibilities are included.

- Any perceived and reported activity directed toward establishing a sexual relationship such as sending intimate letters; engaging in sexualized dialogue in person, via the Internet, in writing or by phone; making suggestive comments; dating a student (p. 2).

Grooming

The process used by sexual offender to initiate and maintain a sexually abusive relationship with a child (Knoll, 2010).

Perception

The process of selection, meaningful organization, and interpretation of information from the senses (www.tuition.cam.hk/psychology/p.htm#perception accessed on May 15, 2011).

Professional perpetrators

Individuals who use their position of trust to commit sexual abuse (Moulden et al., 2010).

Sexual abuse

According to the Child Abuse Prevention and Treatment Act (CAPTA), the employment, use, persuasion, inducement, enticement, or coercion of any child to engage in, or assist any other person to engage in, any sexually explicit conduct or simulation of such conduct for the purpose of producing a visual depiction of such conduct; or the rape, and

in cases of caretaker or interfamilial relationships, statutory rape, molestation, prostitution, or other form of sexual exploitation of children, or incest with children. (www.childwelfare.gov)

Sexual harassment

In a study completed by the American Association of University Women (AAUW) (2006), the term used was defined as perceived unwanted and unwelcome sexual behavior that a person does not like and interferes with a person's life.

Sexual offender

Any person who has been convicted of one or more of the following: sexual assaults, sexual molestation, and or sexual exploitation (Sax, 2009).

Sexual predator

A person who received a conviction for sexual battery; lewd and lascivious offenses committed upon or in the presence of persons less than 16 years of age; selling or buying of minors for portrayal in a visual depiction engaging in sexually explicit conduct; sexual performance by a child; or sexual misconduct (http://offender.fdle.state.fl.us/offender/legalbulletin.jsp).

While the perceived and reported female sexual harasser and student safety was researched, a breadth of studies did not appear. Shakeshaft (2004) stated there is limited data available on perceived and reported educator sexual misconduct, descriptors of predators, and descriptors of targets. Knoll (2010) has discussed the minimal amount of national studies of educator sexual abuse. As Gelsthorpe (2004) stated, "there have been relatively little theorizing about women and crime" (p. 15). Due to the limited research

focused on teachers who are perceived and reported to sexually abuse primary and high school students, additional research is needed (Knoll, 2010; Moulden et al., 2010; Shakeshaft, 2004).

Summary

In this chapter, the statement of the problem, the study's purpose, significance of the study, the research questions, and various terminologies were discussed, as were researched. The purpose of this study is to discover commonalties and differences among female predators and Florida female teachers who are perceived and reported to harass students sexually. The problem is that students may have encountered sexual abuse from female teachers during their schooling. Sax (2009) has reported that one out of six boys will be molested before his 18th birthday. With insufficient research, the significance of innovative research is necessary. Studies in regards to the female sexual harasser, descriptors of predators, and descriptors of targets are inadequate (Shakeshaft, 2004).

As stated earlier, another challenge faced with studying sexual harassment, many researchers use different terminology when discussing the inappropriate behavior educators impose on students because of the different definitions from state to state and definitions which overlap each other (Cairns, Mullen, Sutton, & Fauske, 2007; Cohan, Hergenrother, Johnson, Mandel, & Sawyer, 1996). Finally, sexual misconduct in the public school system is understudied (Shakeshaft, 2004).

Chapter 2: Literature Review

"Good teachers are costly, but bad teachers cost more." ~Bob Talbert

Introduction

Currently, through the use of the internet, television, and newspapers, the media has informed the public of the unethical behavior of teachers when educator sexual misconduct was perceived and reported. For example, newspapers and television reporters have caught the attention of many people with headlines such as:

- Elementary school teacher facing multiple sex charges- www.waaytv.com April 2008

- Reports of female teachers' misconduct rising- Orlando Sentinel November 16, 2008

- Sex-crime teachers- Florida plagued by arrests, disciplinary actions for misdeeds, including 34 recent arrests- Orlando Sentinel November 16, 2008

- Teacher jailed on sex charge- St. Pete Times February 5, 2010

- Teacher tried to force sex- Tampa Tribune February 5, 2010

- Teacher charged in student sex abuse case- www.wave3.com May 2010

- 10 years in prison for sex with teens- St. Pete Times June 29, 2010.

- High school teacher in sex text scandal- www.nbcmiami.com February 2011

- Former teacher sent sexual test messages, groped student- www.kcrg.com April 2011

With headlines listed above, some may ask is it safe for parents to send their children to school? Are students at risk for sexual harassment encounters from their female teachers? Are female teachers sexual predators? As an administrator, how will I know? As a parent, how will I know? What is a predator? Are more and more teachers becoming predators?

The importance of student safety with regards to sexual harassment in the public schools has become an increased area of concern for school districts. In 2005 as the Equal Employment Opportunity Commission (EEOC) has reported, the number of sexual harassment charges filed increased from 1999-2000, millions in monetary benefits increased from 2004 to 2006, and sexual harassment charges filed by males increased statistically significantly from 2005 to 2006 (www.eeoc.gov). The environments where students have experienced sexual abuse by adults most frequently occur within empty classrooms, offices, and the hallways (Shakeshaft, 2003). Out of the students who reported sexual harassment, approximately 27% of secondary students report incidents of sexual harassment involving teachers (National Center for Educational Statistics (NCES), 2005).

While the children are in school, 10% of them are endangered of experiencing sexual misconduct by school employees within the time spent in school (Magnuson, 2004). Shakeshaft (2003) did maintained "since 49 percent of children are sexually abused by someone other than a parent or parent substitute, it seems sensible to know what types of 'others' are sexually abusing children" (p. 10). Justice O'Connor has affirmed in *Gebser v. Lago Vista Independent School District* (524 U.S. 274, 1998), "the number of reported cases involving sexual harassment of students in schools confirms that harassment, unfortunately, is an all too common aspect of the educational

experience". No one questions that a student has suffered extraordinary harm when subjected to sexual harassment and abuse by a teacher, and that the teacher's conduct was reprehensible and undermines the basic purposes of the educational system (O'Conner, 1998). The urgent question to ask should be: Are students safe from female teachers?

The purpose of this literature review is to review the moral and ethical code of the teaching profession, perceived and reported sexual misconduct of female teachers, and to discuss behavior patterns of female offenders and female teachers who sexual abuse. Numerous studies on sexual predators within the family have been conducted, but limited studies focusing on the professional perpetrator (Moulden et al, 2010). In addition, there are limited studies in the area of educator sexual misconduct exist (Knoll, 2010; Shakeshaft, 2004).

Moral and Ethical Code for Teachers

Throughout history teachers are expected to teach students in a safe and nurturing environment. From the beginning of teacher contracts, expectations focused on school house duties to how a teacher should look, dress, and behave. As time has progressed, teacher expectations have moved in the direction of child safety and educating teachers and administrators in areas of sexual misconduct. Policies have been developed, seminars and trainings established for educational staff and students, brochures, pamphlets, and informational web courses are created to prevent and educate on the issue of sexual harassment.

1800's

During the 1800's, teachers were expected to do many things in the schoolhouse. Some of their responsibilities were to fill the lamps; clean the chimneys, tailor the pens to

the students' individual needs, and bring in a bucket of water and a bucket of coal. After working a ten hour day, the rest of the time was used to read the Bible. In order to receive a raise, a teacher would have to work for 5 years with impeccable service. Teachers were also expected to save for their own retirement by putting a little money aside from each paycheck.

There were different expectations between male teachers and female teachers. If a male teacher was courting, he could have one night off for that purpose. If he attended church on a regular basis, he could have a second night off. The female teacher, on the other hand, had different expectations. If she engaged in any unseemly conduct or married, she would be dismissed. If a teacher smoked, used liquor, frequented pool and public halls, received a shave in a barber shop, his intentions, integrity, and worth were questioned (http://ottawa.migenweb.net/schools/teacherRules.html).

1900's

According to the USGenWeb Volunteer Project, during the early 1900's, more females entered the teaching profession than men. The rules and expectations for teachers were designed for female teachers (http://ottawa.migenweb.net/schools/teacherRules.html). Some of the expectations were to keep the school room neat and clean. This was accomplished by sweeping the floor every day, cleaning the blackboards daily, mopping the floor once a week, and beginning a fire an hour before students arrived so the room was warm when school began.

As far as how a female is to look and dress, these expectations were also stipulated. Female teachers could not dress in bright colors. They had to wear at least two petticoats under their dresses. A dress two inches or more above the ankle was

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unacceptable. A female teacher was not permitted to dye their hair. The female teacher was to teach, prepare the room, and not bring any additional attention to her.

In addition to how teachers maintained the schoolroom and their appearance, there were stipulations on the type of social life they could have. Unless there was a school function, teachers were home from 8pm to 6am. Female teachers could not keep company with men, marry during the term of their contract, nor ride in a carriage or automobile with a man unless it was their father. Female teachers were not permitted to smoke cigarettes, loiter in ice cream stores, nor travel beyond the city limits unless the chairman of the board granted permission

(http://ottawa.migenweb.net/schools/teacherRules.html).

During World War II, the expectations changed drastically. Since men, husbands, and fathers became soldiers to fight over seas; women, wives, and mothers began to work in factories, production lines, and many other places (Jansen, 2009). Female teachers were allowed to remain teaching if they were married. If the married teacher became pregnant, she was expected to quit. Teachers were also expected to live in the district in which they taught. Since most of the expectations focused on duties and decorum, sexual harassment was not addressed in any of codes or standards.

2000's

When teachers were hired during 2000's, the standards, expectations, or most commonly referred to as the Code of Ethics have changed considerably. National Education Association (NEA), Florida Department of Education, and the American Association of Educators (AAE) focused on two main concepts: the student and the profession.

When a person has decided to become a teacher, there is a sense of commitment to the student. A teacher's number one goal should be to educate students in a safe and nurturing environment. The teacher should "value the worth and dignity of every person" (www.fldoe.org/edstandards/codeofethics). According to NEA and Florida Department of Education, teachers:

- Shall make reasonable effort to protect the student from conditions harmful to learning and/or to the student's mental and/or physical health and/or safety.

- Shall not use professional relationships with students for private advantage or personal gain.

- Shall not intentionally violate or deny a student's legal rights.

    (www.fldoe.org/edstandards/codeofethics and www.nea.org/home/30442.htm)

When focusing on the standards of the profession, the teacher will not misrepresent their credentials, qualifications, or assignment. The trend in expectations has taken a larger stance on protecting the student and addressing the teaching position as a profession.

Perceived and Reported Sexual Misconduct by Female Teachers

Public school administrators may have encountered sexual harassment at some point during their career. Notifications of sexual harassment have included late night phone calls from other staff members to the media alerting school officials. For example, a female teacher has developed a sexual relationship with a female student. The relationship began with after school baseball practices, to after school practices and lunch, to overnight stays at a hotel. Another sexual harassment incident occurred when a female teacher solicited sex from a male minor. A female teacher decided to take four

students to a liquor store and then to a motel room. Once at the motel, the teacher proceeded to have sex with one student while the other students were able to listen. Another female teacher forces a boy to touch her while she as groped the student then invited him off campus for sex.

Parents and guardians have sent their students to school for an education in a safe and nurturing environment. In elementary, middle, or high school, sexual harassment has occurred for students (AAUW, 1993). According to the Counter Pedophilia Investigate Unit (CPIU) a partnership of computer experts, law enforcement agents, and counter-pedophilia experts, between one and five percent of teachers are perceived and reported to abuse or harass their students sexually (www.cpiu.us). The goal of schools should be to create an environment where students are safe from teachers harm.

In order to assist with keeping students safe, administrators are taught to investigate any reports of sexual harassment, from verbal innuendoes to any overt acts of sexual harassment (Alexander & Alexander, 2009). There are administrators in the field that believe "boys will be boys" or that using the word "gay" still refers to someone who is happy.

Student safety in the public school system is the forefront of concern when focusing on sexual harassment. According to the Equal Employment Opportunity Commission (EEOC), the number of sexual harassment charges filed increased from 1999-2000, millions in monetary benefits increased from 2004 to 2006, and sexual harassment charges filed by males increased statistically from 2005 to 2006. In a study completed by the American Association of University Women Foundation (AAUW) (2001), 1,600 students were surveyed in eighth through eleventh grades. Twenty five

percent of the girls and ten percent of the boys stated being harassed or abused by a school employee. The environments where students have experienced sexual abuse by adults most frequently occur within empty classrooms, offices, and the hallways (Shakeshaft, 2003). Out of the students who experienced sexual harassment, approximately 27% of secondary students reported incidents of sexual harassment involving teachers (National Center for Educational Statistics (NCES), 2005).

Charol Shakeshaft (2003; 2004) has researched the prevalence and research gaps of educator sexual misconduct for Hofstra University and the U. S. Department of Education. When the controversial subject of sexual harassment is reviewed, there are patterns of behavior female offenders have displayed while they followed a pattern that may be applied as a preventative measure in training school administrators to look for warning signs. According to Cairns's study (2006) on school administrators, "little has been accomplished to prevent sexual misconduct against students, and there are no studies on the effectiveness of prevention programs or legislation" (p. 61).

The primary issue is focusing on decreasing female educator sexual misconduct and increasing student safety. Sax (2009) believed parents send their students to school with the expectations that the students will be safe, will learn relevant material, and are taken care of by the teachers. According to Tanner (2007), after reviewing five years' worth of state disciplinary actions against teachers across the United States, 2,570 educators were punished for sexual misconduct. In 2007, the FBI reported that one out of six boys will be sexually molested before his 18th birthday; twenty percent of all children receive unwanted sexual messages; and seventy-five percent of children who received unwanted sexual messages did not tell their parents (Sax, 2009). Shakeshaft (2004)

recognized that seven percent of youth report physical sexual exploitation by a teacher or other educator.

Hoppa (2010) stated that there are school districts that do not report teacher sexual misconduct. This would be due to the reputation of the district or school, the teacher was willing to resign or retire, the teacher was wrongfully accused because the act has not been proven, or there were additional lawsuits from other parents (Sax, 2009). Shakeshaft (2004) stated that out of the 225 cases of documented sexual misconduct by physical education teachers: only 15% resulted in losing their jobs, 50% received a reprimand or negative consequence, and 31% left the district with a positive recommendation. Students are exposed and available to sexual harassment by their female teachers and therefore student safety should be a major concern of school districts and school administrators.

Several types of perceived sexual harassment exist in the K-12 public school environment. The first type is considered peer-to-peer sexual harassment where the harassment is initiated by one student or more and then directed at other student(s). Another form of sexual harassment to be concerned about is adult-to-student sexual harassment where the teacher or other adult figure is sexually harassing students. The last category to take into account is adult-to-adult sexual harassment. According to the study completed by AAUW (2001), sexually harassing behaviors have included making perceived sexually suggestive comments, jokes, gestures, or looks; touching, grabbing, or pinching in a sexual manner; having someone brushing up against you in a sexual way; and someone showing a student sexually suggestive pictures, photographs, illustrations, messages, or notes. These unwanted and unwelcome behaviors have left students feeling

embarrassed, self-conscious, less confident, and afraid and scared. When schools are notified about sexual harassment, schools need to act promptly and swiftly once they learn about the sexual harassment. Failure to act, schools have been exposed to liability under Title IX. Whether reviewing adult-to-student harassment or student-to-student harassment, sexual harassment has been an ongoing issue in the field of education (Shakeshaft, 2004).

Quid Pro Quo

Each sexual harassment situation can be categorized into quid pro quo, hostile environment, and sexual favoritism which are a frequent occurrence in schools (Dunklee & Shoop, 2006). Type 1, quid pro quo, is one category which is sometimes referred to as you scratch my back and I'll scratch yours. This particular theory has involved sexual bribery or sexual intimidation (Dunklee & Shoop, 2006). Alexander and Alexander (2012) defined quid pro quo as "when an agent of an employer uses his or her supervisory status to grant sexual favors in exchange for job benefits" (p. 933). The perceived demands or advances are unwanted and sexual in nature (Cohan et al., 1996). When focusing on education, the educator is in a position of power to request sexual benefits in

The State of Florida Sexual Harassment Awareness Training (2010) has stated that quid pro quo "occurs when a harasser is in a position of authority and uses that authority to seek sexual favors for job conditions or benefits, such as hiring, promotion, favorable performance evaluations, no discipline, pay raises, or other privileges and requests for sexual favors can be stated or implied." This included sexual demands or advances that are unwanted. The quid pro quo theory is also defined as a bargaining form

of harassment incorporating sexual demands from a person of power to a subordinate (i.e. a teacher to a student) (Alexander & Alexander, 2012). In other words, sexual favors are used so an action or item is not withheld or something is received (i.e. grades, promotion) (Cohan et al., 1996). This theory is unlawful regardless of whether "the student resists and suffers the threatened harm or submits and thus avoids the threatened harm" (Borkowski et al., 2000, p.1-2).

Hostile Environment

Hostile environments have created offensive environments for the victim to work in (York, Barclay, & Zajack, 1997). The environment has contained behaviors that are severe, occur over a length of time, are less tangible, less discrete, and are persistent and pervasive (Dunklee & Shoop, 2006). The hostile workplace environment has become so unpleasant in which to work, sometimes the person will leave their job, or in the case of students, quit school (Alexander & Alexander, 2012). From the court case of *Masson v. School Board of Dade County* (1999), the victim has established a prima facie case when filing a hostile environment complaint by establishing five descriptors that must be met. First, the victim has to prove that the group he/she belongs to is a protected group. Then, the victim needs to prove that the sexual harassment was unwelcome. The harassment complaint has been based on the sex of the victim. In addition, the complained harassment should have influenced a term, condition, or privilege of employment. The last condition that needs to be present is that the school board knew or should have known about harassment and failed to respond promptly.

According to sexual awareness training provided by the State of Florida (2010), a hostile environment interferes with the victim's ability to work due to a negative work

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environment. The harasser who may or may not be a supervisor ahs created an offensive and intimidating environment. The hostile environment theory has encompassed an educational environment which is hostile, offensive, or intimidating (Alexander & Alexander, 2012). The repercussions a student can face have been an inability to learn or participate in learning activities in and around the school environment (Cohan et al., 1996).

Sexual Favoritism

Sexual favoritism is similar to quid pro quo because sexual favors have been performed to gain benefits. This category differs from quid pro quo; the victim has a claim because the other employee or student has benefitted from the quid pro quo harassment (Dunklee & Shoop, 2006). According to Gomes, Owens, and Morgan (2006), sexual favoritism is described as a sexual relationship between a supervisor and employee that "leads to decisions, actions, or benefits that adversely affect the employment opportunities of other employees." The United States Supreme Court has not yet addressed sexual favoritism, but the California Supreme Court has in *Miller v. Department of Corrections* (2005).

Sexual favoritism claims have fallen under Title VII of the Civil Rights Act of 1964 because this is an illegal form of discrimination based on the gender of a person. The EEOC (2009) has developed guidelines addressing sexual favoritism. According to Gomes, Owens, and Morgan (2006), sexual favoritism has involved the discriminatory

granting of a workplace benefit or opportunity; in contrast, sexual discrimination typically has involved the withholding of opportunities or benefits based on a person's gender.

Whether the claim was quid pro quo, hostile environment, sexual favoritism, deliberate indifference, or retaliation, all these behaviors are illegal. As Fossey and DeMitchell (1996) reiterated in their article, if schools are held liable every time an adult is perceived to sexually harass a student, then the repercussions would leave a school district unable to perform their educational duties due to the large pay offs. These theories violate the Title VII of the Civil Rights Act of 1964 and the Title IX of the Education Amendments of 1972, which in turn would hold the school and the school district liable.

Professional Perpetrator

Professional perpetrators (doctors, lawyers, clergy, counselors, and teachers) have used their position of trust to commit sexual abuse (Moulden et al., 2010). Usually the sexual abuse has occurred with young people or within sports clubs (Sullivan & Beech, 2004). This type of person has had the following characteristics: adult, single, often university educated, minimal substance abuse issues, generally pro-social attitudes, virtually no prior sexual or even criminal offenses and few psychological deficits, and operates with explicit planning (grooming) (Moulden et al., 2010). Sullivan and Beech (2002) have verified that any organization whether people are working there voluntarily or not, professional perpetrators are possible.

Behaviors of Female Offenders and Female Teachers Who Sexually Abuse

When behavior of the female sexual offender and female teacher who sexually abuse her student are discussed, there are common patterns research has encountered. Nearly 43% of all educator sexual offenders have been women (Shakeshaft, 2004). Educators who perform roles that require them to have contact with students outside the normal school day have been more likely to develop inappropriate relationships with students (Sutton, 2004). According to Moulden et al. (2010) behavior patterns of professional perpetrators have been adult, single, often university educated, minimal substance abuse issues, generally pro-social attitudes, virtually no prior sexual or even criminal offenses, and few psychological deficits.

Knoll (2010) has reviewed a study by the Ontario College of Teachers. This study has discussed how educator sexual misconduct falls into two specific archetypes: (1) abusers with victims younger than 7th grade and (2) victims within the range of late middle school to high school. Female offenders are often young between the ages of 22 to 33; have experienced sexual abuse; have a history of drug and or alcohol abuse; poor coping skills; and are a heterogeneous group of offenders (Vandiver & Kercher, 2004). According to Table 1, teachers have been reported as the highest offenders out of all the educators who commit sexual misconduct on students.

TABLE 1. Ratio of Student Victims by Job Title of Offender

Ratio of Student Victims by Job Title of Offender	
Position	Percentage
Teacher	18
Coach	15
Substitute teacher	13
Bus driver	12
Teacher's aide	11
Counselor	5
Security guard	10
Principal	6
Other	10

-(Sutton, 2004)

Grooming

Knoll (2010) has stated that the goal of the sexual offender when grooming the victim is to gain a sexual encounter and keep the encounter a secret. When the educator as the professional perpetrator is the primary focus, the educator has provided the student with experiences that the student would not receive otherwise (Moulden et al., 2010). The victim in turn sees the relationship as vital and does not want the relationship to end. Students have received special attention, rewards, support, and provided advice on projects from the educator. The teacher will look for opportunities for overnight excursions. These educators are fixated on children and will seek opportunities to work with students (Moulden et al., 2010).

Offenders also groom the parents. The purpose has been to gain the trust of the parents (Knoll, 2010). Once trust is gained from the student and the parents, the next step is to introduce sexual discourse. This has led to increasing sexual comments and

touching, and physical contact. The desensitizing of the student to the sexual discourse and touching has been the primary goal (Knoll, 2010). As Knoll (2010) discussed in Table 2, the strategies sexual offenders have applied to commit the crime on child.

TABLE 2. Sex Offender Grooming Strategies
Sex Offender Grooming Strategies
Targeting
• Vulnerable (e.g. low self-confidence, low self-esteem
• Less parental oversight
• Socially isolated or emotionally needed
Strategies
• Caretaking (e.g. babysitting, teaching, tutoring)
• Form "special relationship"
• Become welcome in home/gain trust of parents
• Gifts, games, special times
• Isolate
• Seize on feelings of being unloved/unappreciated
• Emotional bonding and trust building
• Desensitize to sex (e.g. talking, pictures, pornographic videos)
• Use pretense ("teaching," "exploring," "closeness")
• Exploit victims natural sexual curiosity or uncertainty
Maintenance
• Bribes, gifts to ensure continued compliance
• Threaten dire consequences to ensure secrecy
• Threaten to blame victim
• Threaten loss of "loving" relationship

(Elliot, Browne, & Kilcoyne, 1995)

Current issues

Limited research has been completed on the long term effects of sexual abuse by educators (Knoll, 2010). Female offenders are often undetected by law and are often overlooked in literature (Vandiver & Kercher, 2004). As Moulden et al. (2010) stated, "not only does the description of offender, victims, and offense characteristics further out understanding of professional perpetrators in general, but it also, provides a reference point for studying, screening, and interviewing these offenders" (p. 407). Studying the offenders, developing behavior patterns for screening purposes, and continuing research on female educators who commit sexual misconduct still needs to be explored.

Summary

Due to the area of educator sexual harassment being extremely under-studied (Shakeshaft, 2004), the prevalence of perceived and reported cases of teacher-to-student and student-to-student cases are just beginning to surface. The purpose of this literature review was to review the moral and ethical code of the teaching profession, perceived and reported sexual misconduct of female teachers, and to discuss behavior patterns of female offenders and female teachers who sexually abuse. There are numerous studies on sexual predators within the family but limited studies focusing on the professional perpetrator (Moulden et al, 2010). In addition, there are limited studies in the area of educator sexual misconduct (Knoll, 2010; Shakeshaft, 2004). Analyzing and studying behavior patterns of female offenders and female teachers who sexually abuse students may lead towards further prevention of sexual harassment cases.

Chapter 3: Method

"Those who cannot remember the past are condemned to repeat it."

-George Santayana

Introduction

While the perceived and reported female sexual harasser and student safety was researched, a breadth of studies has not been conducted. Shakeshaft (2004) stated there is limited data available on perceived and reported educator sexual misconduct, descriptors of predators, and descriptors of targets. Knoll (2010) has discussed the minimal amount of national studies of educator sexual abuse. As Gelsthorpe (2004) stated, "there have been relatively little theorizing about women and crime" (p. 15). The purpose of this study was to discover commonalities and differences among female predators and Florida female teachers who are perceived and reported to harass students sexually. In addition, the information gathered may provide guidance to create safer environments for students. Due to the limited research focused on teachers who are perceived and reported to sexually abuse primary and high school students, additional research is needed (Knoll, 2010; Moulden et al., 2010; Shakeshaft, 2004).

Chapter 3 encompasses the methods and procedures the researcher used to investigate the female teacher as a sexual predator. Qualitative research is described as "a nonmathematical process of interpretation, carried out for the purpose of discovering concepts and relationships in raw data and then organizing these into a theoretical explanatory scheme" (Stauss & Corbin, 1990, p. 11). Using the main components of

qualitative research (data from various sources, coding, and written reports), the researcher used these to guide her research (Bogdan & Bilken, 2003). The purpose of this study was to discover commonalities among female predators and Florida female teachers who are perceived and reported to sexually harass students. This will be explained further through restating the problem, qualitative research design, data collection techniques, study participants, data collection and management, data analysis, authentication and trustworthiness, and summarizing the information.

Restatement of the Problem

While perceived and reported female sexual harasser and student safety was researched, a breadth of studies was not apparent. There was limited data available on perceived and reported educator sexual misconduct, descriptors of predators, and descriptors of targets (Shakeshaft, 2004). There were minimal national studies of educator sexual abuse (Knoll, 2010). As Gelsthorpe (2004) stated, "there has been relatively little theorizing about women and crime" (p. 15). Due to the limited research focusing on teachers who are perceived and reported to sexually abuse primary and high school students, additional research is needed (Knoll, 2010; Moulden et al., 2010; Shakeshaft, 2004). The purpose of this study was to discover commonalities and differences among female predators and Florida female teachers who are perceived and reported to sexually harass students. In addition, the information gathered may provide guidance to create safer environments for students. When discussing the female teacher as the sexual harasser and student safety, several research questions guided the text of this paper and were viewed as the research questions for this study. The questions and the research methods are:

1) What are the perceived and reported patterns of behavior regarding female predators?

> Data Collection: Review of current research and literature such as journal articles, peer reviewed articles, and significant studies.

2) What commonalities or patterns of behavior, if any, do female teachers who are perceived and reported to harass students sexually have with female predators?

> Data Collection: Review of current research and literature, teacher records, newspaper articles, journal articles, television interviews, news reports, and inquiries from AAUW and others.

3) Are there any differences between female teachers who are perceived and reported to harass students sexually and female predators?

> Data Collection: Review of current research and literature, teacher records, newspaper articles, journal articles, television interviews, news reports, and inquiries from AAUW and others.

In Chapter 5, a framework to link the influences of the female teacher as a sexual predator and student safety is constructed. This would include explaining the implications and findings with regards to student safety, the female teacher, and sexual harassment. Finally, recommendations will be made toward specific actions that school leaders should take to prevent sexual harassment from occurring.

Qualitative Research Design

Exploratory inquiry and case study methods were used to guide this qualitative research. Kornuta and Germaine (2006) stated that "qualitative methodology is designed to search for understanding of themes, patterns, or causal explanations through the lived experience of the study participants" (p. 47). Denzin and Lincoln (2008) described qualitative research as multi-method in its focus, involving an interpretive, naturalistic approach to its subject matter. The goal was to grasp the process by which the events and actions took place that led to the vulnerability of a student and the arrest of the female teacher. In addition, similarities between female teachers who were arrested and female sexual predators were explored.

The purpose of working with an exploratory method and case study methods serves two functions. Exploratory studies investigate relatively new or unresearched area (Mauch & Birch, 1998). The objective was to have better understanding of the phenomena through studying the issue at hand. Case studies that focus on two or more subjects, settings, or depositories of data are referred to as multi-case studies (Bogdan & Biklen, 2003). Case studies research was defined as "the background, development, current conditions, and environmental interactions of one or more individuals, groups, communities, businesses or institutions are observed, recorded, and analyzed for stages or patterns in relation to internal and external influences" (Mauch & Birch, 1998, p. 117). The purpose for using case study research was to have a better basis for developing theories and designing educational interventions (Gall, Gall, & Borg, 2007). The researcher used multi-case studies approach to study two or more subjects, settings, or

depositories of data (Bogdan & Biklen, 2003). Due to the flexibility of qualitative research, the focus was on understanding, describing, and discovering the patterns directly tied to perceived and reported female teacher sexual misconduct using inductive reasoning and moving from data to theory (Kornuta & Germaine, 2006). While investigating patterns, the discovery of theory, the analysis of data, and the categories which emerge from the data were investigated.

Grounded theory involves a specific set of highly developed, rigorous, and intellectually demanding analytic techniques for generating substantive theories of social phenomena (Locke, Spirduso, & Silverman, 2000). Stauss and Corbin (1990) describe grounded theory as "theory that was derived from data, systematically gathered and analyzed through the research process" (p. 12).

<center>*Data Collection Techniques*</center>

In qualitative research, data collection techniques are varied. Locke, Spirduso, and Silverman (2000) described qualitative data collection in the form of words from field notes, interview transcripts, graphic representations, to diaries. In addition, the researcher focused on primary and secondary sources. Examples of primary sources explored were legal studies, and journals (Bogdan & Bilken, 2003). Secondary sources such as newspaper articles, scholarly journal articles, books and news videos were used as the research is completed (www.ithacalibrary.com/sp/subjects/primary; http://ipr.ues.gseis.ucla.edu/info/defintion.html). Some secondary sources may be considered a primary source (http://www.princeton.edu/~refdesk/primary2.html). Resources such as, but not limited to, field notes, documents, records, reports, websites such as myfloridateacher.com, Florida's department of Law Enforcement website for

<center>32</center>

Florida sexual offenders and predators, recommendation letters, and newspaper articles will be a focal point as this relates to the phenomena of the female teacher as a sexual predator within the public school system.

Documents, records, and descriptions will be used. Documents are written communications for personal use rather than records which are official forms of communication (Gall, Gall, & Borg, 2007). Documents are items such as personal letters, personal diaries, and drafts of articles. Records are legal contracts, commission reports for general circulation, tax statements, and newspaper articles. Bogen and Biklen (2003) discussed three types of documents as:

- Personal documents: items such as letters, diaries, autobiography, family photo albums, and narratives that have been produced by the individual.

- Official documents: memos, teacher evaluations, recommendation letters, newsletters, files, yearbooks, and court documents.

- Popular culture documents: commercials, TV programs, news reports, audio and visual records that were created to entertain, persuade, and enlighten the public.

Descriptions of the participants will be established through videos and pictures from television interviews and the internet, and news articles. Locke, Spirduso, and Silverman (2000) stated that it is common for qualitative research to "contain detailed descriptions of participants, as well as both the physical and social structures of the context within which the study takes place" (p. 99). Multiple cases were researched focusing on more than two teachers and two or more instances of sexual misconduct to understand further the phenomena (Borg, Borg, & Gall 2007; Bogdan & Biklen, 2003). In addition,

document summary sheets will be used to categorize the type of document reviewed, the uses of the document, summary of the contents, and ideas about other documents that should be obtained and studied (Borg, Borg, & Gall 2007). The data collected was compared to the behaviors or patterns of perceived and reported female predators. The common trends, themes, and information were analyzed.

Triangulation assisted in the research process. The original meaning of triangulation was the verification of the facts (Bogdan & Biklen, 2003). This transformed research into more sources of data, multiple sources, multiple researchers, multiple data collection techniques are all better that a single source. All this leads to a further understanding of the researched issue (Bogdan & Biklen, 2003). Data was collected from several sources to cross check information (Locke, Spirduso, & Silverman, 2000). Triangulation was used to prove a behavior pattern exists by using more than one source of information (Bogdan & Biklen, 2003). Also, as a characteristic of qualitative research the research approach may be modified as data was collected (Borg, Borg, & Gall 2007; Mertens, 1998). The use of multiple data collection methods about specific phenomena can enhance the validity of case study findings through triangulation (Bogdan & Biklen, 2003).

Study Participants

According to Tashakkori and Teddlie (2003), the participants are chosen because they should provide relevant and valuable information or allow the researcher to develop or test specific theoretical ideas. A purposeful sampling of cases selected on key behavior patterns will be chosen (Borg, Borg, & Gall 2007). For the purpose of this study, the participants will be seventh grade through twelfth grade female teachers from the state of

Florida who have been arrested for reported sexual misconduct with students. Once the list was generated, ten teachers were randomly selected from the list.

The purposeful sampling strategies for choosing these cases are: (1) extreme and deviant cases and (2) criterion. The extreme and deviant cases exhibit the reported behaviors to an extreme high extent (Borg, Borg, & Gall 2007). Criterion cases are ones that meet a specific condition (Borg, Borg, & Gall 2007). In this study, the condition is reported sexual misconduct with students by female teachers in grades seventh through twelfth.

Data Collection and Management

Multiple methods to collect data about female teachers who have been arrested for sexual misconduct can enhance the validity of case study findings (Borg, Borg, & Gall 2007). The aim of data collection was to code and to categorize data for the purpose of identifying patterns of behavior to build a theory (Kornuta & Germaine, 2006; Mauch & Birch, 2003). Document summary sheets assisted with data organization and management. Memoing was implemented in conjunction with document summary sheets. When possible, integrative diagrams and sessions were used to summarize key concepts.

Coding was used to assist with categorizing the data. Corbin and Strauss (2008) reported that to begin the coding process documents should be read thoroughly, the data should be reviewed, and then separated into sections to be analyzed. While this process was occurring, the researcher will reflect on data and write memos. The purpose of writing memos is to identify concepts from data; include researcher's thoughts regarding the data; and to ask questions, make comparisons, throw out ideas, and brainstorm (Corbin & Strauss, 2008).

Strauss and Corbin (1990) recommended three steps while using coding in conjunction with grounded theory. These were open coding, axial coding, and selective coding (Mertens, 1998). Open coding was defined as the process of brainstorming to analyze data (Corbin & Strauss, 2008). The data was broken apart and delineated. Axial coding was the process of relating concepts or categories to each other. Open coding and axial coding work together during the data collection and management process (Corbin & Strauss, 2008). Selective coding is the process of selecting one theme to be the major theme. The next step was relating all the other themes to the major one. Coding requires searching for "the right word or two that best describes conceptually what the researcher believes is indicated by the data" (Corbin & Strauss, 2008, p. 160).

Data Analysis

After the data has been collected, discovery of themes was discussed (Borg, Borg, & Gall 2007). To help make conceptual and theoretical sense of the data an etic perspective was provided by the researcher. This assists to report the finding so that the researcher's contribution to the study is clear (Borg, Borg, & Gall, 2007) Thick descriptions that "recreate a situation and as much of its context as possible, accompanied by the meanings and intentions inherent in that situation" (Borg, Borg, & Gall 2007, p. 451). When the exhaustion of resources, saturation of categories, emergence of regularities, and overextension exist the data collection will end and the analysis will began (Bogden & Bilken, 2003; Borg, Borg, & Gall 2007).

Authentication and Trustworthiness

Within qualitative research, four methods were used for establishing trustworthiness: credibility, transferability, dependability, and confirmability (Hoepfl,

1997; Trochim, 1999). Credibility was determined through triangulation. Transferability was achieved through thick descriptions. The purpose was for the reader to be able to transfer the results to other settings or concepts. The researcher cannot specify the transferability of findings; he or she can only provide sufficient information that can then be used by the reader to determine whether the findings were applicable to the new situation. Dependability was when the researcher accounts for all the changes that occur within the study. This was accomplished through field notes, memos, or journaling created by the researcher. Confirmability is when categories are used and various forms of data were included to create an audit trail which were used to make judgments about bias. To control for bias, an outside validator was used. If a pattern is seen or develops, people in the future may use replication logic to see if pattern holds true (Borg, Borg, & Gall 2007).

Summary

In this chapter, restating the problem, purpose, research questions, qualitative research design, data collection techniques, study participants, data collection and management, data analysis, authentication and trustworthiness, and summarizing the information were discussed. The purpose of this study was to discover commonalities among female predators and Florida female teachers who are perceived and reported to sexually harass students. In addition, the information gathered may provide guidance to create safer environments for students.

Chapter 4: Findings and Results

"No one questions that a student suffers extraordinary harm when subjected to sexual harassment and abuse by a teacher, and that the teacher's conduct is reprehensible and undermines the basic purposes of the educational system."

-Judge O'Conner, Gebser v. Largo Vista School District

Introduction

Students may have encountered sexual harassment at some point during their schooling. Parents may be notified of sexual harassment through emails found on their son or daughter's computer, text messages revealed on cell phones, and voicemails left by their female teachers. Student safety in the public school system has been the forefront concern when focusing on sexual harassment. Students may have experienced sexual harassment from their coaches, their teachers, or their administrators. These are all people in the position of authority and whose primary goal should be to keep students safe from harm, not do harm.

Statement of the Problem

Sax (2009) believed parents send their students to school with the expectations that the students will be safe, will learn relevant material, and are taken care of by the teachers. According to Tanner (2007), after reviewing five years' worth of state disciplinary actions against teachers, 2,570 educators were punished nationally for reported sexual misconduct. Sax (2009) cited a 2007 FBI study that reported one out of six boys would be sexually molested before his 18th birthday; twenty percent of all

children received unwanted sexual messages; and seventy-five percent of children who received unwanted sexual messages did not tell their parents.

When the perceived and reported female sexual harasser and student safety was researched, a breadth of studies was not apparent. Shakeshaft (2004) stated there is limited data available on perceived and reported educator sexual misconduct, descriptors of predators, and descriptors of targets. Knoll (2010) has discussed the minimal amount of national studies of educator sexual abuse. As Gelsthorpe (2004) stated, "there have been relatively little theorizing about women and crime" (p. 15). Due to the limited research focused on teachers who are perceived and reported to abuse primary and high school students sexually, additional research is needed (Knoll, 2010; Moulden, Firestone, Kingston, and Wexler, 2010; Shakeshaft, 2004).

Shakeshaft (2004) recognized that seven percent of youth report physical sexual exploitation by a teacher or other educator. Many school districts made the decision not to report the sexual harassment due to the school or district's reputation, the teacher was willing to resign or retire, wrongfully accused the teacher because the act has not been proven, and additional lawsuits from other parents (Sax, 2009). Shakeshaft (2004) stated that out of the 225 cases of documented sexual misconduct by physical education teachers nationally resulted in only 15% losing their jobs, 50% received a reprimand or negative consequence, and 31% left the district with a positive recommendation. Students are exposed and available to perceived sexual harassment by their female teachers and, therefore, student safety should be a major concern for school districts and school administrators.

Purpose of Study

Parents and guardians send their children school for an education in a safe and nurturing environment. Whether students are in elementary, middle, or high school, perceived sexual harassment does occur (AAUW, 1993). According to the Counter Pedophilia Investigative Unit (CPIU), between one and five percent of teachers are perceived to abuse or harass students sexually, most cases of perceived student sexual abuse by teachers are never reported, and in nearly half the reported cases teachers were accused of sexually abusing more than one victim (www.cpiu.us). An environment created to keep students safe from harm has been a goal of schools. The purpose of this study is to discover commonalities and differences among female predators and Florida female teachers who are perceived and reported to harass students sexually. In addition, the information gathered may provide guidance to create safer environments for students.

According to the study completed by AAUW (2006), sexually harassing behaviors have included making sexually suggestive comments, jokes, gestures, or looks; touching, grabbing, or pinching in a sexual manner; having someone brushing up against you in a sexual way; and someone showing a student sexually suggestive pictures, photographs, illustrations, messages, or notes. These unwanted and unwelcome behaviors have left students feeling embarrassed, self-conscious, less confident, afraid, and scared. When the current studies were reviewed, the issue of teacher sexual harassment continues to occur.

Qualitative inquiry will be used to guide this research. Resources such as, but not limited to, field notes, documents, records, reports, websites such as myfloridateacher.com, Florida's department of Law Enforcement website for Florida sexual offenders and predators, films, videos, and newspaper articles will be a focal point

as this relates to the phenomenon of the female teacher as a sexual predator within the public school system.

Research Questions

While the female sexual harasser and related student safety was researched, a breadth of studies is not evident. Shakeshaft (2004) reported limited data available on educator sexual misconduct, descriptors of predators, and descriptors of targets. Knoll (2010) noted there are minimal national studies of educator sexual abuse. As Gelsthorpe (2004) stated, "there has been relatively little theorizing about women and crime" (p. 15). Breakthrough research such as: AAUW's Hostile Hallways (2001); AAUW's Harassment-Free Hallways: How to stop sexual harassment in schools (2004); Charol Shakeshaft's Educator Sexual Misconduct: A synthesis of existing literature (2004); and AAUW's Drawing the Lines: Sexual Harassment on Campus (2006) conclude that educator sexual misconduct continues to be a concern and continues to understudied. Due to the limited research focused on teachers who sexually abuse primary and high school students, additional research is needed (Moulden et al., 2010). When the female teacher as the sexual harasser and student safety is discussed, several research questions guide the text of this paper. The research questions are:

1) What are the perceived and reported patterns of behavior regarding female predators?

2) What commonalities or patterns of behavior, if any, do female teachers who are perceived and reported to harass students sexually have with female predators?

3) Are there any differences between female teachers who are perceived and reported to harass students sexually and female predators?

Towards the end, a framework to link the influences of the reported female teacher as a sexual predator and student safety will be constructed. This would include explaining the implications and findings with regards to student safety, the female teacher, and sexual harassment. Finally, if there are common patterns, how can this information assist to create a safer environment for students? Recommendations will be made toward specific actions that school leaders should take to prevent sexual harassment from occurring.

Data Collection

Focusing on qualitative inquiry, Kornuta and Germaine (2006) focuses on "understanding of themes, patterns, or causal explanations through the lived experience of the study participants" (p. 47). Multiple methods to collect data regarding female teachers who have been arrested for sexual misconduct can enhance the validity of case study findings (Borg, Borg, & Gall, 2007). The purpose of data collection is to code and to categorize data for the purpose of identifying patterns of behavior to build a theory (Kornuta & Germaine, 2006; Mauch & Birch, 2003).

Out of the 48 teachers who were arrested for sexual misconduct with their students ten were randomly selected. Teacher files were requested from the county in which the teacher worked. From these files, various pieces of information regarding the female teachers who were perceived and reported to have committed sexual misconduct was obtained. Then the ten female teachers' files were examined. Information such as personal statements, resumes, recommendation letters, reference forms, and evaluations

were reviewed. The next step was to create document summary sheets which assisted with collecting information in a concise manner.

Document Summary Sheets

While reviewing information on the female teachers who were perceived and reported to have committed sexual misconduct on students, there were several pieces of information that were collected and arranged in a manageable system. To record and track the information, I created six document summary sheets. The first document summary sheet entitled General Participant Information contained categories such as:

1. Florida female teacher's date of birth,

2. What county in Florida the teacher taught in,

3. What degree(s) did the female teachers have,

4. What did their previous employment look like,

5. Did they have a previous record, and

6. Designation of a sexual offender.

The second document summary sheet was titled Participant Educational Employment History. The information incorporated in Participant Educational Employment History was:

1. Did they substitute teach before becoming a classroom teacher,

2. Did they coach any sports at their school,

3. Did they teach out of field,

4. What was their certification, and

5. What did the female teachers teach.

Having this information is a readable summary sheet assisted with looking for

commonalities that might exist among the categories and among the female teachers.

Additional document summary sheets were created to organize data better. The next four

sheets were created to assist with organizing information from teachers' files in the

following categories: personal statements, recommendation letters, reference forms, and

evaluations.

Teacher Files

The ten female teachers in the state of Florida who were arrested for reported

sexual misconduct with students were randomly selected. Their files were disaggregated

and categorized into six different areas. The first area was General Participant

Information. This category contained information such as the school district, date of

birth, previous employment, educational degrees, previous arrests, and label as a sex

offender. The category created next was Participant Education Information. For these

document summary sheets, information was collected from resumes, teacher applications,

evaluations, and the Florida Department of Law Enforcement website.

The next area was Personal statements which contained a variety of independent

views written by the teachers themselves. The independent views consisted of teaching

philosophies, why I choose teaching, why I want to be a substitute teacher, and teacher's

personal statements regarding the teaching profession. The other categories created from

the teachers files were recommendation letters, reference forms, and evaluations. While

reviewing the evaluations, the primary focus was on comments made by the assessor.

Once the information from the files was grouped into the above mentioned

categories, then I reviewed each category independently to look for words or phrases that

described the female teacher. This process of coding "requires searching for the right word or two that best describes conceptually what the researcher believes is indicated by the data" (Corbin & Strauss, 2008, p. 160).

Data Analysis

When creating a general background of the female teachers, several pieces of primary and secondary data were reviewed including information such as evaluations, personal statements, reference forms, recommendation letters, resumes, transcripts, and teacher applications.

While reviewing the categories personal statements, recommendation letters, reference forms, and evaluations, the goal was to discover central themes and secondary themes. When the consideration and development of categories was considered, Guba and Lincoln (1981) suggested four guidelines:

- The frequency at which something arises.

- The audience may determine what is important.

- Categories stand out because of their uniqueness.

- Categories may reveal areas of inquiry otherwise not recognized.

With the use of document summary sheets and the guidelines for category development, themes were organized, created, and identified.

Themes were determined based on two methods. First, the same words and phrases were grouped together to establish the frequency of occurrence. Frequency was determined by how often a word or group of words occurred. Second, synonyms or similar characteristics were grouped with the ideas or concepts that were comparable. As Santiago (2008) stated charts provide an effective means of organizing all themes. The

document summary sheets were created to assist with tracking the frequency of themes in each category. Also, the document summary sheets assisted with ascertaining the central themes and the secondary themes depending on the frequency of occurrence. Each word or phrase was place a cell keeping the similarities in the same row. As Table 3 shows, a total of 347 words and phrases were collected for review.

TABLE 3. Number of Words and Phrases Broken Down by Category

Category	Number of words/phrases collected
Personal Statements	72
Recommendation Letters	69
Reference Forms	49
Evaluations	157
Total	347

While reviewing the categories, I used a yellow highlighter to highlight the words and phrases which described the teachers. To assist with bias, peers reviewed the categories too and used different color highlighters. This also assisted with collecting as many descriptive words and phrases to describe the teachers.

Once the highlighting was completed, the 347 words and phrases were written on different color index cards depending on what the category was (green-personal statements; yellow-recommendation letters; blue- reference forms; and purple-

evaluations). The next step was to input the information into a chart. I used an Excel Spreadsheet to create my document summary sheets. This made this step functional because words and phrases that were all ready typed in would reappear. Also, if words like efficient emerged more than once, I would include the words in the same row but each word or phrase would get its own cell. This made it easier to review frequency of words that were used.

Peer Review

The peer review group consisted of five teachers and five Assistant Principals from various levels. The two step process of the peer review process began with the review of documents for words and phrases which described the female teachers. Their input was included in the document summary sheets along with the researchers. Once the document summary sheets were completed, the researcher distributed the sheets to the peer review group again. The goal of both processes/steps was to make certain all descriptive words and phrases were included, confirm what the researcher discovered, and to control for bias. The peer review process incorporated two parts. In the first part teachers and Assistant Principals were used to review the data. They used highlighters to mark any words or phrases describing the female teachers. After their input from each category was included in the document summary sheets, the document summary sheets were given to the peer reviewers.

Themes: Central and Secondary

The four categories reviewed and organized by document summary sheets were: Personal Statements, Recommendation letters, Reference forms, and Evaluations. The data was scrutinized with a goal to determine the trends and meanings within this

phenomenon (Corbin & Strauss, 2008). The central category is defined as "the category that appears to have to greatest explanatory relevance and highest potential for linking all of the other categories together" (Corbin & Strauss, 2008, p. 104). The central theme can evolve out of a list of existing categories such as was created in the document summary sheets.

To determine if a category qualifies, Strauss (1987) developed five criteria:

1. Core category can encompass other major categories

2. Appears within the data frequently

3. Data should not be forced but logical and consistent

4. Central category should be abstract

5. Grows in depth and explanatory power.

The central theme that came across all four categories regarding the female teacher was relationships. Relationships were described in terms of working as part of a team; working with colleagues, parents, and students; working as a leader; and cooperating with others which encompasses other major themes. In addition, relationships appeared within the data frequently in the form of words and phrases such as works well with faculty; works diligently with students and teachers; provides input to the team; great team player; gets along with all her fellow employees; respected by her colleagues and students; and together we work.

After the central theme was discovered, secondary themes emerged from the four categories. The first category, Personal statements, exposed secondary themes such as parent, teacher, student relationship and working together. Specific items that relate the concept are "working with children, together we work, and role model." The second

categories, Recommendation letters, were reviewed. In the secondary themes active

leader and cooperative employee emerged from the words and phrases data. Personal

attributes such as "role model, mentors, cooperative, and helps others" were apparent in

the document summary sheets. Reference forms were the third category. Themes such as

ethical qualities, strong values, and strong work ethic were represented. The official

documents stated attributes such as "good character, moral qualities, and committed to

excellence." The final category Evaluations contained 157 describing words and phrases.

These led to the secondary theme of team player and rapport. The words and phrases that

were repeated frequently were "respected, good rapport, contributes greatly, role model,

and well like by all stakeholders". The themes are related to the research questions later

on.

Interpretation of Data

The interpretation of data involves four various steps:

- Code the data,

- Categorize the code,

- Identify themes and relationships among the codes and categories,

  and

- Developing concepts and arrive at generalized statements.

  (Denscombe, 2007).

When interpreting qualitative data, several facets were considered items such as making

sense of descriptors; deciphering the central theme and secondary themes; what was

learned from this process; where more questions created; and what surprises were there.

The goal of these exploratory questions was to guide the interpretation of the data.

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According to Denscombe (2007), the interpretation of data is the development of codes, categories, and concepts.

Summary

When the perceived and reported female sexual harasser and student safety was researched, a breadth of studies did not occur. Parents and guardians send their children school for an education in a safe and nurturing environment. The purpose of this study is to discover commonalities and differences among female predators and Florida female teachers who are perceived and reported to harass students sexually. These unwanted and unwelcome behaviors have left students feeling embarrassed, self-conscious, less confident, afraid, and scared.

The female teachers considered for this study were arrested in the state of Florida for reported sexual misconduct with students. Seventh grade through twelfth grade were the grades the teachers taught in.

Teacher files were collected from various school districts across the state of Florida. The time frame for receiving the files ranged from one to two weeks for some districts and two to three months for other districts. Data from the teacher files were sorted and categories created (personal statements, recommendation letters, reference forms, and evaluations). Teacher names were omitted from data so focus was on the words and phrases.

While reading the original documents, words and phrases were highlighted. The words and phrases were entered into document summary sheets for each category. Words and phrases that appeared frequently throughout all the categories assisted in creating the central theme. Each category was reviewed independently to develop secondary themes.

Teachers and Assistant Principals were used to review data and themes. This assisted with gathering as many words as possible, confirmation of findings, and controlled for bias. The overall goal was to collect the data and then compare this to the behavior patterns of perceived and reported female predators.

From the primary and secondary resources studies, findings revealed the central theme of relationships and several secondary themes. The secondary themes consisted of parent, teacher, student relationship; working together; active leader and cooperative employee; ethical qualities, strong values, and strong work ethic; and team player and rapport. The secondary themes reinforced the central theme of relationships.

Chapter 5: Conclusions and Recommendations

"Nurture your mind with great thoughts; to believe in the heroic makes heroes."

Benjamin Disraeli

Introduction

Currently, through the use of the internet, television, and newspapers, the media has informed the public of the unethical behavior of teachers when educator sexual misconduct was perceived and reported. For example, newspapers and television reporters have caught the attention of many people with headlines such as:

- Elementary school teacher facing multiple sex charges- www.waaytv.com April 2008

- Reports of female teachers' misconduct rising- Orlando Sentinel November 16, 2008

- Sex-crime teachers- Florida plagued by arrests, disciplinary actions for misdeeds, including 34 recent arrests- Orlando Sentinel November 16, 2008

- Teacher jailed on sex charge- St. Pete Times February 5, 2010

- Teacher tried to force sex- Tampa Tribune February 5, 2010

- Teacher charged in student sex abuse case- www.wave3.com May 2010

- 10 years in prison for sex with teens- St. Pete Times June 29, 2010

- High school teacher in sex text scandal- www.nbcmiami.com February 2011
- Former teacher sent sexual test messages, groped student- www.kcrg.com April 2011

With headlines listed above, some may ask is it safe for parents to send their children to school? Are students at risk for sexual harassment encounters from their female teachers? Are female teachers sexual predators? As an administrator, how will I know? As a parent, how will I know? What is a predator? Are more and more teachers becoming predators?

The importance of student safety with regards to sexual harassment in the public schools has become an increased area of concern for school districts. In 2005 the Equal Employment Opportunity Commission (EEOC) has reported, the number of sexual harassment charges filed increased from 1999-2000, millions in monetary benefits increased from 2004 to 2006, and sexual harassment charges filed by males increased statistically significantly from 2005 to 2006 (www.eeoc.gov). The environments where students have experienced sexual abuse by adults most frequently occur within empty classrooms, offices, and the hallways (Shakeshaft, 2003). Out of the students who reported sexual harassment, approximately 27% of secondary students report incidents of sexual harassment involving teachers (National Center for Educational Statistics (NCES), 2005).

While the children are in school, 10% of them are endangered of experiencing sexual misconduct by school employees within the time spent in school (Magnuson, 2004). Shakeshaft (2003) maintained that "since 49 percent of children are sexually abused by someone other than a parent or parent substitute, it seems sensible to know what types of 'others' are sexually abusing children" (p. 10). Justice O'Connor has

affirmed in *Gebser v. Lago Vista Independent School District* (524 U.S. 274, 1998), "the number of reported cases involving sexual harassment of students in schools confirms that harassment, unfortunately, is an all too common aspect of the educational experience". No one questions that a student has suffered extraordinary harm when subjected to sexual harassment and abuse by a teacher, and that the teacher's conduct was reprehensible and undermines the basic purposes of the educational system (O'Conner, 1998). The urgent question to ask should be: Are students safe from female teachers?

While the perceived and reported female sexual harasser and student safety was researched, a breadth of studies has not been conducted. Shakeshaft (2004) stated there is limited data available on perceived and reported educator sexual misconduct, descriptors of predators, and descriptors of targets. Knoll (2010) has discussed the minimal amount of national studies of educator sexual abuse. As Gelsthorpe (2004) stated, "there have been relatively little theorizing about women and crime" (p. 15). The purpose of this study was to discover commonalities and differences among female predators and Florida female teachers who are perceived and reported to harass students sexually. In addition, the information gathered may provide guidance to create safer environments for students. Due to the limited research focused on teachers who are perceived and reported to sexually abuse primary and high school students, additional research is needed (Knoll, 2010; Moulden et al., 2010; Shakeshaft, 2004).

Restatement of the Problem

While researching the perceived and reported female sexual harasser and student safety, a breadth of studies is not apparent. There is limited data available on perceived and reported educator sexual misconduct, descriptors of predators, and descriptors of

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targets (Shakeshaft, 2004). There are minimal national studies of educator sexual abuse (Knoll, 2010). As Gelsthorpe (2004) stated, "there has been relatively little theorizing about women and crime" (p. 15). Due to the limited research focusing on teachers who are perceived and reported to sexually abuse primary and high school students, additional research is needed (Knoll, 2010; Moulden et al., 2010; Shakeshaft, 2004). The purpose of this study is to discover commonalities and differences among female predators and Florida female teachers who are perceived and reported to sexually harass students. In addition, the information gathered may provide guidance to create safer environments for students.

Towards the end of this chapter a framework to link the influences of the female teacher as a sexual predator and student safety will be constructed. This would include explaining the implications and findings with regards to student safety, the female teacher, and sexual harassment. Finally, recommendations will be made toward specific actions that school leaders should take to prevent sexual harassment from occurring.

Purpose of Study

Parents and guardians send their children school for an education in a safe and nurturing environment. Whether students are in elementary, middle, or high school, perceived sexual harassment does occur (AAUW, 1993). According to the Counter Pedophilia Investigative Unit (CPIU), between one and five percent of teachers are perceived to abuse or harass students sexually, most cases of perceived student sexual abuse by teachers are never reported, and in nearly half the reported cases teachers were accused of sexually abusing more than one victim (www.cpiu.us). An environment created to keep students safe from harm has been a goal of schools. The purpose of this

study is to discover commonalities and differences among female predators and Florida female teachers who are perceived and reported to harass students sexually . In addition, the information gathered may provide guidance to create safer environments for students.

According to the study completed by AAUW (2006), sexually harassing behaviors have included making sexually suggestive comments, jokes, gestures, or looks; touching, grabbing, or pinching in a sexual manner; having someone brushing up against you in a sexual way; and someone showing a student sexually suggestive pictures, photographs, illustrations, messages, or notes. These unwanted and unwelcome behaviors have left students feeling embarrassed, self-conscious, less confident, afraid, and scared. When the current studies were reviewed, the issue of teacher sexual harassment continues to occur.

Qualitative inquiry was used to guide this research. Resources such as, but not limited to, field notes, documents, records, reports, websites such as myfloridateacher.com, and Florida's Department of Law Enforcement website for Florida sexual offenders and predators will be a focal point as this relates to the phenomenon of the female teacher as a sexual predator within the public school system.

Research Questions

While the female sexual harasser and related student safety was researched, a breadth of studies is not evident. Shakeshaft (2004) reported limited data available on educator sexual misconduct, descriptors of predators, and descriptors of targets. Knoll (2010) noted there are minimal national studies of educator sexual abuse. As Gelsthorpe (2004) stated, "there has been relatively little theorizing about women and crime" (p. 15). Breakthrough research such as: AAUW's Hostile Hallways (2001); AAUW's

Harassment-Free Hallways: How to stop sexual harassment in schools (2004); Charol

Shakeshaft's Educator Sexual Misconduct: A synthesis of existing literature (2004); and

AAUW's Drawing the Lines: Sexual Harassment on Campus (2006) conclude that

educator sexual misconduct continues to be a concern and continues to understudied. Due

to the limited research focused on teachers who sexually abuse primary and high school

students, additional research is needed (Moulden et al., 2010). When the female teacher

as the sexual harasser and student safety is discussed, several research questions guide the

text of this paper. The research questions were:

1. What are the perceived and reported patterns of behavior regarding female
   predators?

2. What commonalities or patterns of behavior, if any, do female teachers
   who are perceived and reported to harass students sexually have with
   female predators?

3. Are there any differences between female teachers who are perceived and
   reported to harass students sexually and female predators?

Towards the end, a framework to link the influences of the reported female teacher as a

sexual predator and student safety will be constructed. This would include explaining the

implications and findings with regards to student safety, the female teacher, and sexual

harassment. Finally, if there are common patterns, how can this information assist to

create a safer environment for students? Recommendations will be made toward specific

actions that school leaders should take to prevent sexual harassment from occurring.

Statement of the Method

The methods and procedures the researcher used to investigate the female teacher as a sexual predator was qualitative in nature. Qualitative research is described as " a nonmathematical process of interpretation, carried out for the purpose of discovering concepts and relationships in raw data and then organizing these into a theoretical explanatory scheme" (Stauss & Corbin, 1990, p. 11). Using the main components of qualitative research (data from various sources, coding, and written reports), the researcher will use these to guide her research (Bogdan & Bilken, 2003). The purpose of this study is to discover commonalities among female predators and Florida female teachers who are perceived and reported to sexually harass students. This will be explained further through restating the problem, qualitative research design, data collection techniques, study participants, data collection and management, data analysis, authentication and trustworthiness, and summarizing the information.

Kornuta and Germaine (2006) stated that "qualitative methodology is designed to search for understanding of themes, patterns, or causal explanations through the lived experience of the study participants" (p. 47). Denzin and Lincoln (2008) described qualitative research as multi-method in its focus, involving an interpretive, naturalistic approach to its subject matter.. In addition, similarities between female teachers who were arrested and female sexual predators will be explored. Exploratory studies investigate relatively new or unresearched area (Mauch & Birch, 1998). The objective is to develop better understanding of the phenomena through studying the issue at hand. Due to the flexibility of qualitative research, the focus is on understanding, describing,

and discovering the patterns directly tied to perceived and reported female teacher sexual misconduct using inductive reasoning and moving from data to theory (Kornuta & Germaine, 2006).

Gathering and Organizing Data

Primary and secondary sources were used. Official documents such as teacher evaluations, recommendation letters, and attendance records were reviewed. Personal documents such as letters and narratives regarding the teachers were studied.

Documents, records, and descriptions were used. Documents are written communications for personal use rather than records which are official forms of communication (Gall, Gall, & Borg, 2007). Official documents such as memos, college transcripts, teacher applications, teacher evaluations, and recommendation letters were used (Bogen & Biklen, 2003). Resources such as, but not limited to, field notes, documents, records, reports, resumes, websites such as myfloridateacher.com, Florida's Department of Law Enforcement website for Florida sexual offenders and predators, and recommendation letters were the focal point as related to the phenomena of the female teacher as a sexual predator within the public school system.

Teacher's files were obtained from school districts across the state of Florida. Districts had different procedures for requesting teacher's files. Some districts requested an on-line form to be mailed in while others required an email for the requested file. Files were mailed out and received anywhere from one to two weeks to two to three months. Once the files were received, information from them was gathered, sorted, organized, and categorized. Categories such as Personal statements, Recommendation letters, Reference

forms, and Evaluations were created. From these documents, themes were discovered. When the data was reviewed and organized, each teacher was assigned a number instead of using their names.

Findings

To assist with organizing the data, numerous charts, tables, and document summary sheets were created. General Participant Information (Table 4) was created to organize general information about the female teachers who were perceived and reported to sexually harass students. This included the school district county, date of birth of the teachers, previous employment, college degrees, any previous arrests, and are they designated as a sex offender on the Florida Department of Law Enforcement website. From Table 4, General Participant Information, two of the teachers have been arrested before. One of the female teachers was arrested for a DUI and resisting arrest while the other female teacher was also arrested for resisting arrest. All ten of the female teachers earned Bachelor degrees while only two earned Master degrees. The previous employment category showed the female teachers' previous employment as sporadic. Sporadic was defined as working 6 months or less for one employer. Prior to teaching, the longest employment period was two years while the shortest was for 6 months. Also, at the time of this research, seven out of the ten female teachers were designated as Sex Offenders according to the Florida's Department of Law Enforcement website. One teacher pled to a lesser offense, while the other two teachers did not have any information in regards to the designation.

Table 4. General Participant Information

Teacher Number	County	Date of Birth	Previous Employment	Degrees	Previous Arrests	Designated as a Sex Offender
1	Miami-Dade	?	sporadic	Master's and Bachelor's	no	no**
2	Wakulla	2.20.70	2 years at a time	Bachelor's	none listed	Yes
3	Seminole	10.7.73	1 year at a time/sporadic	Bachelor's	yes x2	No
4	Duval	6.27.75	none listed	Bachelor's	no	Yes
5	Hillsborough	7.29.74	minimal	Bachelor's	no	Yes
6	Broward	6.4.84	none listed	Bachelor's	no	no**
7	Santa Rosa	12.4.77	none listed	Master's and Bachelor's	no	Yes
8	Hillsborough	12.15.76	sporadic	Bachelor's	yes	Yes
9	Pinellas	5.15.76	sporadic	Bachelor's	no	Yes
10	Lake	11.18.69	1-2 yrs at a time/sporadic	Bachelor's	no	Yes

**case has not gone to court at this time or teacher pled to a lesser charge

Participant information in regards to their educational employment history was organized into Table 5. The goal of this table was to document data in the following categories: substitute teaching experience, teaching out of field, area of certification, what school level did the female teacher educate students, and were the female teachers ever a coach.

TABLE 5. Participant Educational Employment History

Teacher Number	Substitute Taught before Teaching	Taught Out of Field	Certification Area	Taught at What Level	Coached
1	yes	no	Ed Leader k-12 Reading k-12 EH k-12	Middle SED	no
2	yes	yes	ESE k-12 English 6-12	HS ESE	no
3	no	yes	ESE k-12	Middle and Elementary	no
4	no (camp counselor)	no	Middle Grades English	Middle Language Arts	no
5	yes	yes	?	Middle and Elementary ESE	no
6	?	?	?	Middle Business Ed	no
7	yes	?	ESE k-12	HS Reading	yes
8	yes	?	Math 6-12	HS math	yes
9	no (ESE Associate)	no	English 6-12	Middle Computers	no
10	yes	yes	English 6-12	HS English	no

Out of the ten female teachers, six had experience as a substitute teacher, one as a camp counselor, and one as an Exceptional Student Education associate. Four female teachers taught out of field, four taught in field, and there was no information recorded for two of the female teachers. Majority of the female teachers were certified to teach Exceptional Student Education. Out of the ten female teachers, two of the female teachers coached sports at their schools.

To gather a further understanding, the 347 words and phrases were analyzed to determine the central and secondary themes related to female teachers who are perceived

and reported to sexually harass students should be reviewed. The central theme was relationships. The building of relationships leads to the building of trust which can optimize the conditions for grooming. Female teachers used their relationships to increase the opportunities for grooming their victims. The overall goal is to obtain sexual encounters and to have the relationship remain a secret (Knoll, 2010).

The perceived and reported patterns of behavior regarding female predators are stated throughout the literature reviewed. Nearly 43% of all educator sexual offenders have been women (Shakeshaft, 2004). Educators who perform roles that require them to have contact with students outside the normal school day have been more likely to develop inappropriate relationships with students (Sutton, 2004). According to Moulden et al. (2010) behavior patterns of professional perpetrators have been adult, single, often university educated, minimal substance abuse issues, generally pro-social attitudes, virtually no prior sexual or even criminal offenses, and few psychological deficits.

Knoll (2010) has reviewed a study by the Ontario College of Teachers. This study has discussed how educator sexual misconduct falls into two specific archetypes: (1) abusers with victims younger than 7th grade and (2) victims within the range of late middle school to high school. Female offenders are often young between the ages of 22 to 33; have experienced sexual abuse; have a history of drug and or alcohol abuse; poor coping skills; and are a heterogeneous group of offenders (Vandiver & Kercher, 2004).

The commonalities or patterns of behavior female teachers who are perceived and reported to harass students sexually share with female predators are limited. As Table 6, Behavior Patterns of Female Offenders Compared to Female Teachers illustrates, the primary characteristics shared between female teachers who are perceived and reported to

harass students sexually and female predators are adult, university educated, and have prosocial attitudes. According to teacher's resumes and transcripts, ten teachers earned Bachelor degrees in Education and two teachers had Masters in the field of Education. Prosocial attitudes were also proven by the themes assembled from the official documents. Evaluations stated that the teachers were enthusiastic, went above and beyond, contributes greatly, and a team player. All these words and phrases reinforce the prosocial attitude. According to the teacher's applications with the school districts, only two of the ten teachers have been arrested before. One teacher was arrested for a DUI (Driving Under the Influence) and resisting without violence. The other teacher was arrested for resisting arrest without violence.

TABLE 6. Behavior Patterns of Female Offenders Compared to Female Teachers

Behavior Patterns of Female Offenders	Female Teachers who are Perceived and Reported to Harass Students Sexually									
	1	2	3	4	5	6	7	8	9	10
Adult	x	x	x	x	x	x	x	x	x	x
University Educated	x	x	x	x	x	x	x	x	x	x
Prosocial Attitudes	x	x	x	x	x	x	x	x	x	x
No Prior Criminal Offenses	x	x		x	x	x	x		x	x
Between 22-33 Years of Age				x	x	x	x	x	x	
Single	x	x		x	x		x	x		x
Few Psychological Deficits										
No Prior Sex Offenses										
Minimal Substance Abuse										
Experience Sexual Abuse										
Poor Coping Skills										

There are also discrepancies between the Female Offender data and the Female Teacher data. One issue is the age of the Female Offender. According to the research, the female predator is younger than the female teacher. The female offender is between the ages of 22 years of age and 33 years of age while the female teacher researched was between the ages of 34-41. Behavior patterns such as minimal substance abuse, few psychological deficits, have experienced sexual abuse, and poor coping skills were not explored at the time of this research project.

Conclusions

According to this research, female teachers who are perceived and reported to harass students sexually still needs further research. Areas such as minimal substance abuse, few psychological deficits, experienced sexual abuse, and poor coping skills should be reviewed because at this time those areas are still not researched. In addition, more questions came to mind: What are ways these can be determined? Does this mean female teachers are given a psychological test or a personality test before they are hired? Can school districts implement other processes to prevent sexual harassment by female teachers?

Implications

Student safety in the public school system has been the forefront concern when focusing on female teachers who are perceived to harass students sexually. Sax (2009) believed that parents send their students to school with the expectation that the students will be safe, will learn relevant material, and are taken care of by the teachers. Students can experience sexual harassment in classrooms, offices, hallways, and off campus. Tanner (2007) researched five years of state disciplinary actions against teachers. Of

these teachers, only 2,570 educators were punished for reported sexual misconduct. Many school districts made the decision not to report the sexual harassment due to the school or district's reputation, the teacher was willing to resign or retire, wrongfully accused the teacher because the act has not been proven, and additional lawsuits from other parents (Sax, 2009).

When the differences and commonalities between female teachers who are perceived and reported to harass students sexually and female predators was studied, the results were not conclusive. The data displayed minimal commonalities and differences leaving no definitive answer but created numerous questions for future research.

Shakeshaft (2004) stated there is limited data available on perceived and reported educator sexual misconduct, descriptors of predators, and descriptors of targets. Knoll (2010) has discussed the minimal amount of national studies of educator sexual abuse. Gelsthorpe (2004) reviewed minimal studies regarding women and crime.

Researcher's Reflections

From journal entries and document summary sheets, the theme of relationships was evident. The relationships were in the form of works well with all stakeholders. Two of the teachers were coaches while others helped colleagues in multiple facets. Evaluations, Personal statements, Reference forms, and Recommendation letters stated over and over again that the female teachers were role models, energetic, well-liked by all stakeholders, and went above and beyond to assist colleagues. In addition, coaching opens doors for teachers to build stronger relationships with their students. The building of the relationship leads to the building of trust and then can lead to the violation of a student.

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While going through the files, an interesting issue appeared. Two of the nine school districts include attendance data. Around the time of the sexual harassment, two of the teachers began missing work and tardies increased. One of the teachers provided medical documentation as to why absences occurred while the other teacher stated she was going through a hard time.

In addition, several obstacles were encountered. Issues such as the information within the female teachers' files were inconsistent. Some counties provided all information needed such investigative reports, attendance records, doctors' notes, and Principal notes. While other counties only provided information such as teacher evaluations, resumes, recommendation letters, reference forms, and the application to apply for teaching positions. Another obstacle was the lack of research in this area. To include current data and sources was a barrier. When viewing the female teacher as a sexual predator, some male students may not report the sexual abuse because the abuse was not viewed as abuse but viewed as a "notch on their belt".

Many questions were raised while the research occurred. Can a teacher's employment history prior to teaching predict whether they will be successful? Does the district's current process of hiring teachers and training teachers in the area of sexual harassment need to change? Since few psychological deficits, minimal substance abuse, and prior sexual abuse are behavior patterns of female offenders, is there a test to administer to potential educators to keep them away from children?

Limitations of the Study

There were a few limitations to this study. The information in the teachers' files varied from school district to school district. Two districts contained documentation of

sexual harassment training while others did not. Other limitations were some teachers have not been tried for their crimes. This made it difficult to obtain their date of birth from the Florida's Department of Law Enforcement website. In addition, certification information was not apparent in every file. The last issue was that only three of the ten teachers had information in regards to their termination, while one teacher was asked to resign.

Hoppa (2010) stated that there are school districts that do not report teacher sexual misconduct. This would be due to the reputation of the district or school, the teacher was willing to resign or retire, the teacher was wrongfully accused because the act has not been proven, or there were additional lawsuits from other parents (Sax, 2009). Shakeshaft (2004) stated that out of the 225 cases of documented sexual misconduct by physical education teachers: only 15% resulted in losing their jobs, 50% received a reprimand or negative consequence, and 31% left the district with a positive recommendation. Students are exposed and available to sexual harassment by their female teachers and therefore student safety should be a major concern of school districts and school administrators.

Recommendations

For School Leaders

In order for schools to stop sexual harassment, prevention is the best method (Rubin, 1995). Literature suggests that preventative measures can take the form of training (York, Barclay, & Zajack, 1997) and a clearly communicated policy to all stakeholders (Murdock & Kysilko, 1998; Tchao, 1998).

When a school district is trying to be proactive in preventing sexual harassment, there are preventative measures that schools districts can implement. The measures range from having a thorough policy in place, trusting your professional instinct, listening for rumors, reporting concerns and issues, providing training, openly discussing policy and characteristics of offenders, doing background checks, and recording all allegations and outcomes (Shakeshaft & Cohan, 1995). In order for schools to stop sexual harassment, prevention is the best method (Rubin, 1995). "However, research on promising awareness, screening, and prevention strategies that school districts and their schools employ is scant" (Cairns et al., 2007).

School districts that have the lowest incidents of sexual abuse have commonalities among them. The first characteristic of districts with low sexual abuse is that the district's policy regarding sexual harassment is clear and strong.   The training that is provided to all employees focuses on training all people including students and verifying that people know how to file complaints. Within the training, districts educate their community about sexual harassment and strategies to implement if sexual harassment occurs (Shakeshaft & Cohan, 1995).

Measures public school systems can implement to prevent educator sexual misconduct or sexual harassment should consist of the development of a strong district and school level policy (McCarthy 2006; Murdock & Kysilko, 1998; Rubin, 1995). When schools and school districts work on developing a sexual harassment policy, there are several pieces to consider. A strong policy contains general information such as definitions, reporting procedures, investigating procedures, and disciplinary information. Rubin (1995) stated that the policy should include the definition of sexual harassment,

grievance procedures, report issues immediately, and repercussions for policy violations. Authors York et al., (1997) focused on the language used when creating the policy to emphasize appropriate conduct. The purpose of having a policy in place, is it sends a message that preventing sexual harassment is a priority, will be taken seriously, and will be investigated to the school community (Murdock & Kysilko, 1998). Decisions from court cases such as Faragher v. City of Boca Raton and Burlington Industries, Inc. v. Ellerth, set the tone of the importance for school districts to clearly prohibit sexual harassment by establishing and disseminating policies (Tchao, 1998).

There are specific characteristics that should be covered when considering the use of policy as a preventative measure. First, the school should establish a policy that defines sexual harassment with examples and includes all types of sexual harassment in clear and easy to understand language (McCarthy, 2006; Murdock & Kysilko, 1998; Shakeshaft & Cohan, 1995). School policies should also include procedures for filing claims. When a sexual harassment claim is to be filed, the victim needs to know who the contact person is, the time frame for the complaint, and have an understanding of what the entire process is (McCarthy, 2006; Murdock & Kysilko, 1998; Shakeshaft & Cohan, 1995). Within a thorough and clear policy, the consequences and penalties for committing sexual harassment are explained (McCarthy, 2006; Murdock & Kysilko, 1998; Rubin, 1995).

Besides having the policy on paper or in a handbook, the policy needs to be communicated to the school community. This includes educating parents and students on information provided within the policy, consequences for committing sexual harassment, and emphasizing no tolerance for sexual harassment (McCarthy, 2006; Murdock &

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Kysilko, 1998; Shakeshaft & Cohan, 1995). In 1992, the Federation on Child Abuse and Neglect requested school districts to develop policies on inappropriate or abusive behaviors by staff members (Cohan et al., 1996). These are the characteristics of a well written and well communicated policy.

Even when schools have a policy in place, issues still occur (Cairns et al., 2007). For example, policies are not routinely shared with parents. Schools are not taking the time to train parents and students. Another issue is that the policy is not discussed with elementary-aged children, but is discussed with middle and high school students. Stein, Marshall, and Tropp did a study in 1993, *Secrets in Public*, which unfolded the discovery that if schools had a policy in place that was communicated and enforced, then sexual harassment complaints were taken more seriously except for situations where the harasser was a teacher.

Authors have discussed additional suggestions that school districts can take. Some of the measures incorporate the law, such as the hostile environment theory, to prevent sexual harassment. Other authors mention improving background checks, reviewing recommendation letters, and contacting previous employers (Conn, 2004).

Under the hostile environment theory school districts can avoid situations involving liability. First step is to listen to the parents when they arrive at the school with a concern. Next, it is important to reassure them that their concern is taken seriously and will be investigated. Once the investigation is completed, updating the parents is necessary.

Educators need to understand their school's sexual harassment policy. The purpose of the policy is to explain the process of filing sexual harassment claims,

investigating sexual harassment cases, and reporting sexual harassment cases (Kent, 2006). The policy incorporates training to prevent sexual harassment cases from occurring. Training needs to occur frequently and be updated to incorporate new strategies that specific groups can use. Murdock and Kysilko (1998) believe that the primary preventative measures schools can implement is a proactive approach through educating the entire school community.

Educating the appropriate groups is crucial to prevention. Educate the educators to identify the signs of harassment. Educate the parents so they know how to file claims correctly and they too can identify sexual harassment. Educate the student. The student needs to know the repercussions of committing sexual harassment, what behaviors constitute sexual harassment, and who do they go to with concerns. As Fieldman and Crespi (2002) stated, "school-based initiatives are valuable in promoting sexual abuse prevention strategies; educating teachers, families, and community leaders about offenders; and teaching the long-term ramifications of child sexual abuse" (p. 157). Educating the entire school community would be a proactive measure to preventing sexual harassment.

For Future Research

Limited research has been completed on the long term effects of sexual abuse by educators (Knoll, 2010). Female offenders are often undetected by law and are often overlooked in literature (Vandiver & Kercher, 2004). As Moulden et al. (2010) stated, "not only does the description of offender, victims, and offense characteristics further out understanding of professional perpetrators in general, but it also, provides a reference point for studying, screening, and interviewing these offenders" (p. 407). Besides

focusing on information that is accumulated, once a female teacher is hired, studying the sexual offenders, developing behavior patterns for screening purposes, and continuing research on female educators who commit sexual misconduct still needs to be explored.

Summary

Chapter 5 discussed the conclusions and recommendations for the study. In addition, the purpose of this study was to discover commonalities and differences among female predators and Florida female teachers who are perceived and reported to harass students sexually. As Gelsthorpe (2004) stated, "there have been relatively little theorizing about women and crime" (p. 15). The information gathered may provide guidance to create safer environments for students. Due to the limited research focused on teachers who are perceived and reported to sexually abuse primary and high school students, additional research is needed (Knoll, 2010; Moulden et al., 2010; Shakeshaft, 2004).

Student safety in the public school system has been the forefront concern when focusing on female teachers who are perceived to harass students sexually. Sax (2009) believed that parents send their students to school with the expectation that the students will be safe, will learn relevant material, and are taken care of by the teachers. Students can experience sexual harassment in classrooms, offices, hallways, and off campus. Tanner (2007) researched five years of state disciplinary actions against teachers. Of these teachers, only 2,570 educators were punished for reported sexual misconduct. Many school districts made the decision not to report the sexual harassment due to the school or

district's reputation, the teacher was willing to resign or retire, wrongfully accused the teacher because the act has not been proven, and additional lawsuits from other parents (Sax, 2009).

When the differences and commonalities between female teachers who are perceived and reported to harass students sexually and female predators was studied, the results were not conclusive. The data displayed minimal commonalities and differences leaving no definitive answer but created numerous questions for future research.

Shakeshaft (2004) stated there is limited data available on perceived and reported educator sexual misconduct, descriptors of predators, and descriptors of targets. Knoll (2010) has discussed the minimal amount of national studies of educator sexual abuse. Gelsthorpe (2004) reviewed minimal studies regarding women and crime.

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Appendices

Words and Phrases created by the female teachers used to describe the field of education

my duty, will give to me, wonderful opportunity for me, anxious, professional, role model, respectful, dependable, responsible, dedication, commitment, communicate effectively, own experiences experience, ownership of their own learning, influence students, work beyond the typical 40 hour week, create motivation own motivation, self-motivated, motivate students, more drawn to, present new material, challenging, I am a coach, concern for them as people, whole group of individuals, money isn't everything, most rewarding career, most rewarding, positive, positive, enthusiastic, exciting, volunteer, parent-teacher-student relationship, parents need to become involved, remain in touch with children, together we work, lack of involvement in the house, enjoy working with children, being receptive to each and every student encountered, familiarize myself with students and schools in my area, provides, more successful, achieve success, be prepared, thorough , will push them

Appendix B: Recommendation Letters

Words and Phrases from Recommendation Letters provided by past employers, current employers, and college teachers:

understanding, cares, pleasant, patient, attitude, conscientious, conscientious, conscientious, set high goals, self-motivated, individual, drive and devotion, go above and beyond, help them out, give a helping hand, promote quality, assisted, assisted, cooperative employee, enthusiasm, enthusiasm, energy and enthusiasm, energy, commitment, commitment, dedicated, hard work, depend on you, most valuable key player, most dependable, highly respected, possess wonderful talents, classroom management, positive reinforcements, worked well with children and other staff, concern for children, motivate them to reach full academic potential, teaching abilities are outstanding, ability to challenge all her students, daily activities, classroom teacher, excellent teacher, responsibility, responsible, responsibility, extremely, responsible, strong sense of responsibility, lesson plans, plans, active leader, role model, efficient, initiative, always do your best, mentored, leadership, mentors, assumes administrative duties, juggles many things, consistency, fairness, serves her community, volunteers, liaison, reading specialist, program specialist, well liked, friendly personality, contagious attitude, positive impact, friendly personality, smile and laughter is contagious

Appendix C: Reference Forms

Describing words and phrases from the Reference Forms:

dedicated, very loyal employee, self-starter, knowledge, highly adept, dedicated, commitment, very capable, dependable employee, strong asset, an asset, proven to be an asset, an excellent teacher, excellent job, committed to excellence, excellence, excellent worker, tremendous job, best, outstanding, outstanding, outstanding, outstanding intern, outstanding worker, excellent, great, wonderful, so excited, tremendous, pleasure, shows genuine concern, emotional stability, sensitivity, honest, consideration, patience, works well with faculty, friendly, behaves professionally, willing to help others, outgoing, enthusiasm, positive addition, flexible, under the influence, contributed her time and efforts, always willing to take on extra projects, involved with several other fund raisers, scored low on initiative and creativity in teaching, scored low on stability, scored low on takes initiative, scored low on knowledge of job/profession, scored low on proficiency in teaching math skills, scored low on professional attitude and growth, scored low on planning and preparation, good character, proven herself, strong work ethics, has strong values, moral qualities, work ethic, good judgment, professional, good discipline, goes above and beyond the call of duty, diligent, ambition, consistent quality of work, persistence, open to constructive criticism

Appendix D: Evaluations

Words and Phrases were provided by supervising personnel such as Principals, Assistant Principals, and Supervising College Professors:

organized, room is organized, organized, classroom is organized, organized, organized, very organized, does an excellent job, excellent job, wonderful job, excellent work, doing a phenomenal job, excellent job, very effective, very effective, produces outstanding quality of work, provides instruction, comments during lesson where accurate, addressed lesson being taught, lessons are geared towards meeting IEP goals, lesson plans for some standards are redundant, prepares lessons, instructional aides are appropriate for her lessons and used effectively, indication of alignment to SSS should be included in weekly lesson plans, master teacher, master educator, a master, a master at work, true natural, exceptional employee, outstanding teacher, outstanding role model, does a great job as a teacher, leads by example, exceptional employee, flexibility, great team player, provides input to the team, provides input to the team, contributes greatly, developed good rapport with the staff, important contributor, well-liked by all shareholders, gets along with all her fellow employees, good rapport with students, participates, establishes a good relationship, good rapport with staff and her peers, respected by her colleagues and students, a team player, developing rapport and understanding with school staff and colleagues, an active member, assists her peers, worked diligently with students and

teachers, helping hand to others, conscientious, dedicated, goes above and beyond, dedicated, well prepared, well prepared, spearheaded vast improvements, coordinated, takes initiative, coordinates, a valuable asset, great asset, works extremely hard, works very hard, worked hard to learn, oversees a large amount of work, works very hard, hard work, academically focused, models performance based teaching, uses formal and informal assessment, enthusiasm, great enthusiasm, motivated, excited, enthusiasm for student achievement, utilizing a plethora of resources, very resourceful, uses different activities to deliver instruction, various methods of instruction, variety of effective teaching techniques, uses different activities to deliver instruction, creative implementation of instruction, excellent work ethic, excellent work habits, observes all Board rules and regulations, adheres to all Board rules and regulations, complies with Board rules, policies, contract provisions, and published school-site rules and policies consistent with Board rules and contract provisions, high professional standards, obtains correct information and procedures, high degree of professionalism, procedures beyond expectations, excellent interpersonal skills, clear and effective communication and clarifies herself when necessary, effective verbal and nonverbal communication, communicates wonderfully, communicating, shown great improvements, teacher corrected students without explanation, must improve on tardies, IEP goals are unclear, would benefit from more classroom management and expectations, would benefit greatly from giving more positive reinforcement, will continue to use behavior management strategies, teacher unavailable to sign, willing, proud, creative, loves to learn, maintains

accurate and extensive records, accurate, quality of work is excellent, class is set up in a safe and orderly manner, classroom environment neat and orderly, establishes and follows routines, expert at rituals and routines, exercises classroom control, meets with parents, responds to parent concerns, developing positive collaborative relationship with students' families to increase student achievement, clear directions, superior delivery skills, questioning techniques excellent, attends in-service trainings, eager to pursue professional growth, numerous staff and parent workshops, has an amazing love for her at-risk students, works with students individually, knows and understands the needs of each of her students, inspires her students, circulates and assists her students, works with a diverse group of students, excellent interaction with students, organizes many different schedules, organizes many different schedules, organizes many different schedule, students are generally on task, active student participation, students were actively involved, stayed on task, students not on task, completes assignments as expected, developing long-range planning, emphasizes the need to work hard, organized small group reading, independent activities, effective, will continue to use behavior management strategies, IEP's are always completed with all updated requirements kept in mind, provides a positive environment, healthy supportive classroom climate, very welcoming classes, generates interest and excitement in learning, works to build students' self-esteem, establishes a culture of respect, strong knowledge of literacy

About the Author

Jayme Joslyn grew up in New Jersey. At the end of her 6th grade year, her family moved to Florida. While living in Florida, she has earned her undergraduate degree in Special Education and two master degrees: Special Education and Educational Leadership from the University of South Florida. She is a wife and a mother. She resides in the Tampa Bay Area since 1983.

She has worked for public and private schools as a teacher and an assistant principal. Her experience ranges from the elementary level to the high school level. She holds certifications in Special Education K-12 Emotionally Handicapped; Educational Leadership k-12; Middle Grades Integrated Curriculum 6-9; and ESOL certification. She has served on various committees throughout her career from student safety to raising student achievement. As a mother and an educator, student safety and student success is a primary concern of hers.