

AN EXPLORATION OF GENDER IMPACTS THROUGH THE PORTRAYAL OF TEACHERS IN
BEST SELLING PICTUREBOOKS, 2008-2012

by

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Abstract

The purpose of this study is to examine if a difference exists in the quantity and/or quality, in terms of effectiveness in the portrayal of teachers, and according to gender, in *New York Times* best selling picturebooks, 2008 to 2012. This study examines the depiction of a teacher in terms of their effectiveness, as defined by Robert Walker's 12 Characteristics of an effective teacher. Examining each of the portrayed teachers for both the 12 effective characteristics, as well as their direct antithesis, presents a clear image of the teachers presented to young audiences through picturebooks. In addition to comparing the presentation of a male teacher as opposed to a female teacher, this study revealed the depiction of teachers to be one who is almost always female, generally prepared, creative, and positive. Educational implications for choosing picturebooks and highlighting positive qualities to children are also provided.

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Chapter 1: Introduction

Rationale

Like most children I was read to every night; my parents tried their best to instill both a love of reading and noble values in me. While it took years for me to develop a love of reading, the values of the Berenstain Bears and Miss Frizzle are still with me today. The values I learned through literature have made an impact on my life so much so that when my nephew was born, I hoped the same would be true for him and books were among his first gifts. Children learn not only values from books, but learn about morals, social norms, and inequality (Singer, 2011). Over the years, children's books have certainly changed; thus, it is of great importance to examine current books and the messages they contain.

For myself, from the age of eight, I wanted nothing more than to be a teacher, and while I had great examples in my own classrooms I began to wonder if the examples set by the characters in the books I read such as Miss Frizzle, Mr. Slinger, and Ms. Trunchbull affected me or influenced my desire to teach. A common assumption is that teachers are generally females and I began to wonder if I identified more with one depicted teacher over another. If so, why that might be; was it based on gender or that perhaps females are portrayed in children's books as better teachers?

Statement of the Problem

In recent decades, society has made great strides in gender equality. Women can vote, become police officers, lawyers, or even government officials. In contrast, men can become

nurses, stay-at-home dads, and even teachers. Despite the growth in gender equality in our society, 84% of K-4 teachers in the United States are female (NCEI, 2011). Male teachers are far underrepresented in elementary education, and perhaps even more so overlooked in children's literature.

Educators are portrayed in a variety of children's media including television, movies, magazines, and books (Kaplan, 1992). Literature, most commonly picturebooks in the early grades, often provides children with information about values, morals, and social norms. Children may be read to before they themselves can even speak. Children will ideally be exposed to literature through a majority of their lives; thus, what we choose to offer children through books is of great importance. "For minority and immigrant children, these books can be a mirror, reflecting and validating familiar cultures and experiences. For mainstream children, these books can be a window...that juxtaposes the familiar and the less familiar" (Cox & Galda, 1990, P. 582).

While many of academic studies have been completed examining picturebooks and the teachers in our society (Crisp & Hiller, 2011, Radebaugh, 1989; Sandefur & Moore, 2004) a significant gap still exists in the research literature examining characteristics of the teacher in children's books as they relate to gender. The purpose of this study is to examine and compare the portrayal of male teachers and female teachers in picturebooks from 2008 to 2012, not only concerning the quantity of books in which they appear, but the range in teacher quality or effectiveness as defined by Walker (2008). This study will additionally give the researcher a

clear picture of the image of a teacher we are portraying to children through picturebooks, one which we can compare to the actual population of teachers in the US.

The following review of the literature will serve as a basis for the study. In the following review a number of studies in areas regarding picturebooks, and gender representations will be explored.

Chapter 2: Review of Literature

Children's books which feature a teacher and the classroom are common subjects for many academic studies; many of those research studies have examined the portrayal of teacher characteristics in children's literature as these characteristics relate to student success, teacher likeability, or teacher appeal to students and many other aspects. Seeing as this study will explore the interaction between teacher depiction in picturebooks and potential gender bias in picturebooks, the following research literature is key in shaping this study. The following review will examine each of these grounds related to children's literature, gender representations in children's literature, depictions of teachers, and influence of children's literature, separately to guide the research. In addition this review will examine Robert Walker's (2008) book titled: *12 Characteristics of an Effective Teacher*. This book will serve as a lens to examine each teacher presented in *New York Times* best selling picturebooks 2008-2012.

Before a review of each of these grounds is appropriate a key piece of the study must be defined. The focus of this study is so heavily on picturebooks the word itself must be defined. For this the work of Wolfenbarger and Sipe will be heavily relied upon. Wolfenbarger and Sipe argue that a picturebook is "not simply a book that happens to have pictures, but one in which the story depends on the interaction between written text and images and where both have been created with a conscious aesthetic intention" (2007, p. 273). As the interaction between picture and text is an essential part of each of these books, the word, picturebook, should be used as a single word (Wolfenbarger & Sipe, 2007). Throughout this study, as a conformation and assurance that both text and images were observed before conclusions were drawn, the word picture book will appear as one word: picturebook.

The Importance of Children's Literature

One of the most fundamental skills children are taught in schools is how to read. Parents, teachers, schools, communities and government all widely promote this skill through libraries and access to books. Being able to read not only gives students the ability to comprehend necessary information, but opens up a whole new world to learn vicariously about anything and everything. Picturebooks play a large role in the development of knowledge as they model social norms, and teach children values and morals. One of the significant concepts children learn about from picturebooks is gender roles. "Illustrated books play a significant and pervasive part in early gender development because books are the primary vehicle for the presentation of societal norms" (Peterson & Lach, 189). Some argue "youngsters develop a sense of femaleness, maleness and self based on gender stereotypes around them" (Bem, 1981, p.79 in Taylor, 2003). One study even found that by the age of four children recognized the difference between "boys" clothes and "girls" clothes (Brown, 1956), and another noted at that age they also knew that a primary feminine role was housekeeping (Hartley, 1960). While recognizing the decades past since the previous two studies (Brown, 1956; and Hartley, 1960) the impact of their statements is still grand suggesting a child unable to even read can recognize gender roles.

Singer, (2011) took a different approach to children's literature in her examination of the sociology of literature. She contends that children's books are written not only for children, but for the adults. "Adult writers create them, adult publishers edit and market them, adult librarians and teachers select them for their collections, and adult parents buy them and bring them home" (Singer, 2011, p. 312). This message suggests to the researcher that the adults purchasing the majority of these children's books agree with or at least fiscally support the spreading of the

messages in children's picturebooks. This message of support will also be conveyed to the children who are receiving these books. If the messages they contain are supported by their caregivers, and shown in print, children are very likely to subconsciously learn from them.

The direct effect of children's literature on children's actions was studied by Aston (1983) when she designed a study that would observe the actions of preschool students before and after reading a book. The study gave each child a number of toys that were stereotypically male, female and gender neutral to play with prior to the reading of the book. A large majority of the children choose to play with the toy that stereotypically suggested their same gender. After reading a book that depicted a child of their same sex playing with a toy that was gender neutral or one that was typically suggested to be the opposite gender, the child almost always chose to play with the toy depicted in the book (Aston, 1983). While this study focused clearly on the short term effects of children's literature on preschool aged children, "we may conclude that children's literature has a pronounced effect on sex-role behaviors of the young child" (Singer, 1983, p. 45).

These same findings hold true regardless of what they are seeing in picturebooks. Most children are first introduced to the idea of a teacher through books. Sandefur and Moore (2004) argue that children who are exposed to picturebooks showing a depiction of teachers in a negative light, "they will create a 'worldview' of 'teacher' based upon the stereotype" (p. 42). Sandefur and Moore's concluding remarks referring to the 'worldview' of a child make a powerful claim in itself about the impact books can have on children.

Gender Representations in Children's Literature

As society has made great efforts to bridge the gap in gender inequality, many researchers have spent time examining gender differences in children's literature. The foci of many of these studies has been the gender of illustrated characters, gender of authors, gender of protagonists or antagonists, or a combination of sorts.

Other studies such as Crisp and Hillers (2001), "Telling Tales about Gender: A Critical Analysis of Caldecott Medal-winning Picturebooks" looked at the difference in male and female characters with a focus on children depicted in picturebooks. Throughout their study, they examined 74 Caldecott Medal books. In looking at the main character of each, it was concluded only 23% of these books had female leading characters (Crisp & Hiller, 2011). An overall conclusion was drawn that the examined books suggest a continued gap in gender equality regarding the quantity of female characters appearing in books.

Crisp and Hiller's (2011) examination of Caldecott winners found that males were featured as lead characters 2.3 to 1 times more frequently than females in winners from 1938 to 2011. They also found that the authors of those books were 10% more often male than female. Turner-Bowker (1996) found that after examining the 30 Caldecott Medal and Honor books that received the award between 1984 and 1994, there were large inequalities in the depiction of males and females in many aspects of the literature. It was found that males were referred to in the titles of 24 out of the 30 books and females were only referred to 10 times. A significant difference ($p < .05$) was found between both the number of males and females depicted in

illustrations 1475 to 895, as well as the number of males and females featured as central characters 24 to 17 (Turner- Bowkler, 2006).

One study (Luyt, Lee, & Yong, 2011) examined all available Singaporean children's literature found through the National Library Board, published between 1970 and 2008. They found that males were featured in illustrations more than three times as often as females (Luyt, Lee, & Yong, 2011). While this research is focused on the portrayal of these characters available in another country, the significance of their findings indicates that over more than 35 years the standards and portrayals have not changed.

These studies have recognized the gap in equality between males and females in picturebooks; thus, researchers see the need to delve deeper into what traits make up stereotypically male or stereotypically female behavior with the intent of discovering if characters followed said stereotypes. Frank Taylor (2003) had 1,357 children compose lists of books they were familiar with, then analyzed some of the most commonly mentioned books including Dr. Seuss and *Berenstein Bears* books. Taylor (2003) found that gender stereotypes were followed so clearly in these picturebooks that even young children recognized the characteristics and actions of female characters were far "weaker and more subdued" than male characters (p. 308).

While each of these studies clearly highlights the differences in representation of males and females in children's books the current study will also examine another key variable in addition to gender representation and the importance of children's literature, which is, the portrayal of teachers in children's literature.

Portrayal of Teachers in Children Literature

Children's books often revolve around the everyday life of a child or animal that encounters familiar activities and people. One common setting for children and for children's books is often schools or classrooms; hence, the need to further examine the role of a teacher is warranted .

Stereotypes specific to teachers and effective teaching ability have been examined in prior studies and found that teachers are portrayed "overwhelmingly as a white, non-Hispanic woman" (Sandefur & Moore, 2004). Studies have frequently categorized teachers depicted in popular children's literature and created profiles for a variety of types of teachers: positive teacher, negative teacher, mixed review, and neutral (Sandefur & Moore, 2004), traditional/non-child centered, or non-traditional/child centered (Barone et al., 1995).

Sandefur and Moore (2004) argue that teachers cannot create a positive change in the lives of their student if they do not know what stereotypes they are battling. Thus, they examined 62 picturebooks, more specifically 92 images that portrayed a teacher character. Within each they studied not only the depiction of a teacher in regard to race and gender, but additionally in regard to their personality traits. They created categories of depicted teachers as: positive (warm, approachable, supportive, effective), negative (harsh, distant, inattentive, not empathetic), mixed review, or neutral, meaning they did not contribute positively or negatively. (Sandefur & Moore, 2004). Once the study was complete Sandefur and Moore (2004) found positive depictions in 32% of the observed books, 52% were negative, 1.5% of images received a

mixed review, and 14.5% remained neutral, concluding the image of a teacher was more often than not a negative image.

Similarly, Radebaugh (1989) grouped depicted teachers based on the characteristics they exhibited as positive or negative and found that of the 15 teachers he found in realistic fiction 1980-1988 only 6 were positive.

Knowing that gender inequalities and stereotypes have been found to be so prominent in picturebooks (Taylor, 2003), and each of these studies found some kind of inequality in the portrayal of teachers in picturebooks, the research question for this study presents itself: Does a difference exist in the quantity and/or quality, in terms of effectiveness in the portrayal of teachers, and according to gender, in *New York Times* Best selling picturebooks, 2008 to 2012?

12 Characteristics of an Effective Teacher

One way to analyze the portrayals across gender of teachers would be to examine each of the characteristics exhibited by the depicted teachers. Robert Walker (2008) a long time professor of education, worked with both inservice and preservice teachers for 15 years prior to the completion of his study. Over those 15 years, he taught numerous courses ranging from Methods of Teaching Math, Educational to Technology and Teaching in the Urban Setting both in master's level courses and bachelor's level courses. His participants included a wide variety of students from each of the 15 years he taught. His work includes inservice and pre-service participants from Canada, the United States, Bermuda, and the Caribbean. Students who composed the subjects for his study included both traditional and non- traditional students, as

well as those who attended a public or private college. In total, more than one thousand students participated over a 15 year period in this study (Walker, 2008).

Walker's focus was on the qualities that made a teacher one that would be considered effective: A teacher so effective that they inspired each of his participants to become teachers themselves. His goal was to narrow in on the characteristics of an effective teacher (2008). As such, the words effective and teacher would need clear definition to a successful study. Walker defines effective as "particular teacher who had been the most successful in helping respondents to learn" and characteristic as "particular teacher's special personal qualities that the respondents felt had enabled the teachers to achieve success." (2008, p. 63).

With a clear question to answer, Walker assigned each of his students over the course of his 15 years an assignment to write an essay about their "most memorable teachers: those who had the greatest impact on their lives and who were most successful (effective), and -the teachers they most wanted to emulate and who might have had the greatest impact on their decision to enter teaching" (Walker, 2008, p.63).

Each year Walker came to realize more and more that the effectiveness of a teacher was not determined by their knowledge or academic qualifications, but rather by personality with which they interacted with their students. In reading over one thousand essays, common themes clearly emerged. These common themes would later become the *12 Characteristics of an Effective Teacher* (Walker, 2008). Each of these 12 characteristics are listed in table 1 in addition to an example of the context in which it was originally written (Walker, 2008, p.65).

Table 1: Walker's 12 Characteristics of an Effective Teacher and Definitions

Prepared	Came to class prepared.
Positive	Maintained positive attitudes about teaching.
High Expectations	Held high expectations for all students.
Creativity	Showed creativity in teaching the class.
Fair	Treated and graded students fairly
Personal Touch	Displayed a personal, approachable touch with students.
Sense of Belonging	Cultivated a sense of belonging in the classroom.
Compassionate	Dealt with student problems compassionately.
Sense of Humor	Had a sense of humor and did not take everything seriously.
Respect	Respected students and did not deliberately embarrass them.
Forgiving	Were forgiving and did not hold grudges.
Admits mistakes	Admitted mistakes during class.

Walker (2008) examined the descriptions of effective classroom teachers as described by preservice and inservice teacher from all walks of life over 15 years, the ability to find 12 common themes or characteristics exhibited by effective teachers speaks volumes for the validity and conclusiveness of the study. These 12 characteristics will be used in the current study as criteria for an effective teacher as depicted in a best selling picturebook. Each of these

characteristics will be examined and later in the thesis defined further as a coding schema for this study.

The following chapter, Methodology, will discuss four main pieces of the framework for this study. Chapter Three includes the following four sections – Population, Coding Schema, The Coding Process, and Procedures for Coding the Picturebooks.

Chapter 3: Methodology

As the purpose of this study is to examine the contrast in portrayal of male teachers and female teachers in best selling picturebooks from 2008 to 2012, not only concerning the quantity of teacher that appear in *New York Times* best selling books, but the range in quality or effectiveness as defined by Walker (2008), the researcher felt that choosing current fictional picturebooks would provide a wide variety of portrayals of teachers to examine.

Population to be studied

This study will be composed of a content analysis of all picturebooks that appear on the *New York Times* best seller List 2008-2012 featuring a teacher.

Since July 2008, The *New York Times* has specified a category exclusively for picturebooks, therefore formulating the essence of our target population which is a key component in the study. Because picturebooks are often shared with young children at such an impressionable age, one may infer they provide exposure to the concept of teachers often before children may enter school.

The *New York Times* best seller list is determined by sales reported to the *New York Times* from a variety of sellers including “independent book retailers; national, regional and local chains; online and multimedia entertainment retailers; supermarkets, university, gift and discount department stores; and newsstands” (NYtimes.com).

The current catalog of *New York Times* best selling picturebooks (2008-2012) was selected for study as opposed to award-winning books because this list is arguably a better representation of the books that the public is purchasing and reading to/with their children. While some would argue this study should focus on the most distinguished picturebooks as deemed by the American Library Association and awarded a Caldecott Medal or Honor status, this award-winning population is also included in the sample. Of Caldecott Medal or Honor books published after July 2008, 100% have appeared on *The New York Times* best seller list. To clarify, not all books appearing on the *New York Times* best seller list are award-winning, but all of the Caldecott Medal and Honor books appear in this list.

The final sample of *New York Times* best selling picturebooks was determined by the inclusion of at least one teacher in the book, not necessarily a protagonist, or antagonist, just an appearance. This sample was not chosen in regard to any requirements regarding the gender, ethnicity, or age of the children depicted in these books, nor was setting a determining factor, although one might expect many school settings.

Additionally, the sample was delimited to exclude poetry, anthologies of short stories, nonfiction, traditional literature, revisited classic literature, concept books, historical fiction, autobiographies, biographies, or joke books. By focusing only on fictional works set in current times, this population of books provides a window into the current portrayals of teachers. The intent of the study is to focus on fictional picturebooks and the modern portrayal of teachers in *New York Times* best sellers, to examine the possible portrayal of teacher effectiveness and gender impact

Procedures for Creating the *New York Times* Best Seller List

This study began examining all picturebooks from the *New York Times* best seller list from 2008 to 2012 and was later narrowed to focus on books featuring teachers. In total, 263 books appeared on the *New York Times* best seller list specifically under the picturebook category. However, a considerable number of these books were historical fiction, poetry, anthologies of short stories, nonfiction, traditional literature, concept books, biographies, or joke books. Thus, the researcher delimited the list of 263 to exclude 46 books in the above listed genres leaving only 217 fictional picturebooks that potentially contained a teacher.

The list of 217 was then further delimited [using the *Children's Literature Comprehensive Database (CLCD)*] to books that only contained either an image or written reference of at least one teacher. Using this smaller database, the 217 books were culled down to an anticipated 20 books would form the sample for the study. However, upon further examination of each of those books 17 were confirmed to have the presence of a teacher, however, only 15 of those were classroom teachers, rather than an teacher of an extracurricular activity or a media specialist, therefore forming our final list for this study (Appendix A).

Creating a coding schema

This study will utilize Walker's (2008) *12 Characteristics of an Effective Teacher* to analyze the portrayal of teachers in terms of the characteristics he or she exhibits or defies.

These 12 characteristics (often called dispositions) include: Prepared, Positive, High Expectations, Creative, Fair, Personal Touch, Develops a Sense of Belonging, Admits Mistakes, Sense of Humor, Gives Respect to Students, Forgiving, and Compassionate. Throughout his 15 years of working with preservice teachers and inservice teachers, Robert Walker (2008) had his students write an essay about one teacher who was an inspiration to them. Over the years, he kept copies of each of the essays and analyzed them to develop the 12 characteristics included in his book. Each chapter of Walker's *12 Characteristics of an Effective Teacher* (2008) outlines one characteristic and provides examples of essays describing a teacher that possessed that characteristic as well as a few indicators of that disposition.

In determining a schema to evaluate these picturebooks on portrayals of teacher effectiveness based on gender, the researcher intentionally chose to use Walker's (2008) criteria (which are dispositional in tone rather than behavioral) as opposed to a more popular criteria as seen in some of the Marzano evaluation system (2012). Marzano's current guidelines do provide a means of teacher evaluation with indicators of effectiveness including things such as identifying important information, probing incorrect answers and noticing when a student is not engaged, identifying learning objectives, but it is not likely these types of indicators would be portrayed in children's picturebooks. Our experience with picturebooks more likely provides portrayals of teacher dispositions, qualities, or a particular temperament a person possesses. However dispositions Walker describes do correlate with Marzano's evaluation system in regards to design questions 8 and 9, *Establishing and Maintaining Relationships with Students and Communicating High Expectations for all Students* (Marzano,2012).

Dispositions are constellations of personal meanings from which behaviors spring and thus they do determine the probability of effectiveness for one's professional choices and behaviors" (Usher, 2002, pp. 1-2). While Usher (2002) defines dispositions as behaviors and choices as they relate to the professional effectiveness, this is not far from Walker's (2008) definition of an effective teacher which incorporates both effectiveness and success in conjunction with characteristics a person holds. Walker's dispositions provide a framework that this study will rely upon to show that through picturebooks children will learn about the dispositions of teachers, and start to shape or create a worldview of a teacher based upon it (Sandefur & Moore, 2011).

Each of the 12 characteristics could be illustrated in a variety ways. For example; a teacher who is positive could be pictured giving students a high five. One who is prepared could have all their materials at hand, as opposed to one who has materials scattered throughout the classroom.

Walker (2008) dedicates one chapter to each of his characteristics, henceforth referred to as dispositions of the effective teacher, including a brief definition and numerous actions a teacher who possess that characteristic might do. Most chapters (10 of the 12) include a short, bulleted list of indicators that are paraphrased below. Walker's characteristics and the researchers paraphrasing created by the researcher serve as the lens through which each of the portrayed teachers from the *New York Times* best seller list. are coded and are offered below:

Prepared: This vital disposition is defined by Walker (2008) as one who has read the material, know how to effectively communicate it to their students in a way that each of them

can understand. Prepared goes beyond knowing ones content, a prepared teacher is ready to go with learning materials, seating charts, and activities (Walker, 2008). This often means putting in extra time at school to ensure preparedness.

Positive: Teachers who display this disposition love teaching, they love children and create a sense of warmth and welcoming in their classroom. Teachers additionally provide lots of positives to the students, positive feedback, positive reinforcement, and positive encouragement. Students are frequently rewarded for doing the right thing in these teachers' classrooms (Walker, 2008).

High Expectations: Students often find themselves challenged by teachers who set high expectations. They expect nothing but the best from their students and encourage learning. Teachers with this level of expectation believe all students can be successful (Walker, 2008).

Creative: Creative teachers are resourceful and find non-traditional ways to teach their students. These activities often tap into the student's personal interest. Teachers who possess this disposition encourage each student follow their natural curiosity, incorporating music, dance, art, and other activities to push students to become more divergent thinkers.

Personal Touch: Teachers who have a personal touch realize the importance of students' emotional well-being. Arguably the most important thing a teacher can do is to know the student on a personal level. These teachers know students families; occasionally go to outside events students including sports, games, or music performances. Teachers with a personal touch care about their students and build a lasting rapport with them (Walker, 2008).

Develops a Sense of Belonging: Teachers who can effectively do this make their students feel comfortable at school. These teachers know what is going on in students' outside lives. These teachers can create an environment that serves as an escape from the potential realities of their difficult school and/or home lives. More than anything teachers who develop a sense of belonging are approachable and include everyone (Walker, 2008).

Admits Mistakes: Admitting mistakes in the classroom make a teacher seem real to students. These teachers are honest with themselves and others. If a mistake is made regarding one student in particular, a teacher should let the whole class know that he or she made a mistake and apologize. These teachers are not intimidated by students who point out their mistakes (Walker, 2008)

Sense of Humor: Teachers with a sense of humor can make learning fun. Finding different ways to bring humor in the classroom and laughing with the students is very beneficial. Humor should be spontaneous, and can help take a challenge, make it feel lighthearted, and doable (Walker, 2008).

Gives Respect to Students: Respect should be a two-way street. Teachers who recognize this respect each and every student regardless. Students whose teachers value them can courteously disagree with each other and creating meaningful discussions. These teachers value their students provide consistent expectations and consequences for every student (Walker, 2008).

Forgiving: Teachers who are forgiving allow students to start with a clean slate; they do not dwell on the past and remind students that every day is a new day. Forgiving teachers never

hold grudges against students, for behaviors or attitudes nor do they remind students of wrong doings (Walker, 2008).

Compassionate: Genuinely effective teachers are caring, considerate, and warm people. They show their students that they love and value them as individuals. They put the needs of the students far beyond their own needs. Compassionate teachers' first priorities are the students (Walker, 2008).

Walker's research based on 15 years of students' reflective input argues these 12 dispositions are the core of an effective teacher. Utilizing these dispositions as a sieve for content analysis of these *New York Times* best sellers provides the means for analyzing each book for the portrayal of teachers within. These 12 dispositions will provide an avenue for determining the positive or negative portrayal of teacher in these *New York Times* best selling picturebooks.

To provide clarity and explicitness in what defines each of Walker's (2008) dispositions a Quick Reference Guide for coding was created before coding (Appendix B). This Quick Reference Guide includes Walker's indicators of each disposition. The researcher and expanded notions of each disposition and operationalized Walker's basic definitions. This Quick Reference Guide was created to use during the coding process to ensure fidelity to the process in conjunction with a Coding Sheet for each teacher, as each book only portrays one teacher it is also intern one Coding Sheet per book (Appendix C). The coding sheet was used for each of the 15 picturebooks which is used to record basic information about the book (title, author, year

published, honors and awards, and a summary) and to record the name and gender of the teacher and identify which, if any, teacher dispositions are exhibited or defied.

Table 2: Sample of Final Quick Reference Guide

Title:

Date:

Character Name:

Prepared	Unprepared	Positive	Negative	High Expectations	Low Expectations
Teacher has previously prepared materials	Teacher does not have appropriate materials ready	Gives positive feedback to students	Generally gives negative feedback to students	Gives students academic challenges	Gives students answers
Teacher has read the content ahead of time	Teacher misplaces needed materials	Gives students praise	Yells at students	Encourages student development of problem solving	Accepts mediocrity
Teacher has classroom set up prior to student arrival	Does not know how to effectively communicate	Happily welcomes students into classroom		Pushes students to reach new goals	
Teachers arrive to school early/stay late.		Gives students high fives, hugs, or other positive rewards		Shows disappointment in student behavior	
Creative	Dull	Fair	Biased	Personal Touch	Impersonal
Allows for demonstration of knowledge through artistic exhibits	Uses solely convention teaching methods	Provides choices when giving students assignments	Makes known which students he/she favors	Shares experiences and personal stories with students	Refuses to give students any details about his/her personal life
Teaches students using non-traditional methods	Lectures	Gives each student an equal amount of attention	Gives significantly more attention to specific students	Spends time getting to know each student	Does not know students name or interests
Shows creativity through teaching, dress, projects or activities	Frowns upon creative outlets and expressions	Ensures each student is treated equally in grading (potentially rubric grading) and management	Gives exceptions to students when rules are broken	May attend out of school functions	Declines request to attend outside of school student functions without reason
		Provides clear expectations and hold students to consequences		Spends time communicating with students individually	Ignores students on an individual basis

		equally			
Sense of Belonging	Sense of Alienation	Admits Mistakes	Refuses Mistakes	Sense of Humor	Overly Serious
Aware of what is going on in students' outside lives	Does not allow interaction between students at any time	Apologizes to students	Denies he/she makes mistakes	Makes learning fun with humor	Allows only educational conversations (prohibits laughing/joking)
Creates an environment that serves as an escape	Singles students out	Recognizes the importance of trying	Only accepts perfection	Does or says things spontaneously	Never smiles
Approachable	Unapproachable	Ensure students know that no one is perfect		Makes jokes with students	
Emphasizes teamwork/working collaboratively	Expresses non interest in outside lives of students	Turns mistakes into teachable moments			
Gives respect to students	Purposefully Disrespectful	Forgiving	Unforgiving	Compassionate	Cruel
Teaches students to respectfully disagree	Disregards student opinion	Gives students a clean slate daily	Allows previous actions to cloud judgments	Shows students love and values their individuality	Ignores or disregards students personal concerns
Allows students to share their ideas	Interrupts students and does not allow other opinions	Remind students every day is a new day	Reminds students of mistakes made previously	Places students' needs first	Concerned solely with themselves
Provides consistency and equal expectations and consequences	Talks down to students	Does not remind students of past wrong doings	Disregards improvements over time	Listens to students' personal concerns	Does not allow emotion in the classroom
		Hopeful for future improvements		Hugs, high fives, and other gestures of understanding are given	

Table 3: Sample Coding Sheet

Title:

Author:

Author gender:

Year published:

Awards and honors:

Summary:

Teacher Information

Name:

Gender:

Characteristics:

Evidence:

Prepared - Unprepared	
Positive - Negative	
High Expectations - Low Expectations	
Creative - Dull	
Fair - Biased	
Personal Touch - Impersonal	
Develops a Sense of Belonging – Develops a Sense of Alienation	
Admits Mistakes - Refuses Mistakes	
Sense of Humor - Overly Serious	
Gives Respect of Students - Purposefully Disrespectful	
Forgiving - Unforgiving	
Compassionate - Cruel	

Piloting the coding process

First, using the operational definitions of each of the 12 characteristics provided on the Quick Reference Guide, a pilot study was done examining *Lilly's Purple Plastic Purse* by Kevin Henkes (2006) which is not listed on the *New York Times* best seller list. Given the brief time frame for undergraduate research, the pilot study was conducted between the researcher and the chair, a professor of children's literature. Upon review, the operational definitions included in the Quick Reference Guide gave good guidance, situations where more clarity was needed occurred and the Quick Reference Guide was edited in the following ways: First, the indicators given on the Quick Reference Guide were examined and 3 of the 12 were edited to provide a clearer definition of the following characteristics: Positive, Creates a Sense of Belonging, and High Expectations.

Second, it was decided that a more robust content analysis of each depicted teacher in these picturebooks would be conducted if the dispositions that were the direct antithesis of the 12 characteristics of effective teachers were noted so the research could note both the presence and defiance of each of the characteristics. These new operational definitions serve as the antithesis, not as the absence of an effective characteristic. The Quick Reference Guide was then updated with actions one might see a teacher performing to represent and defy each of the 12 dispositions of an effective teacher (Appendix D). The new Quick Reference Guide would include operational definitions of the 12 characteristics of an effective teacher as well as operational definitions of the antonyms for each characteristic. The following antonyms helped satisfy researcher's goal being to capture any non-examples of Walker's effective dispositions: Unprepared, Negative, Low Expectations, Dull, Biased, Impersonal, Develops a Sense of

Alienation, Refuses Mistakes, Overly Serious, Purposefully Disrespectful, Unforgiving, and Cruel. Making these new definitions provided hopes that these antithetical characteristics would be captured if present.

In addition to defining the antithesis of these 12 characteristics of effective teachers, when reviewing the Quick Reference Guide, it was noted that these 12 characteristics were not mutually exclusive. In fact it was anticipated that common overlaps will occur, particularly for the following categories: Positive and Compassionate, Forgiving and Admits Mistakes, and Personal Touch and Creates a Sense of Belonging. For example, a teacher who is coded as Positive will likely often be portrayed as Compassionate as well.

Second piloting of and coding sheet

A second pilot coding was undertaken to test the creation of the new Quick Reference Guide, the researcher and the thesis chair, a professor of children's literature individually evaluated and coded *Chrysanthemum* by Kevin Henkes, (2008) not included in the *New York Times* best selling picturebooks. Upon discussion, one discrepancy was noted between coders and with further clarification in regard to the operational definition of Fair from Walker (2008), 100% agreement was reached. Research was ready to be continued with the target population of 15 *New York Times* best sellers and a New Quick Reference Coding Guide.

Procedures for coding 15 picturebooks

Moving forward with the final Quick Reference Guide and the new coding sheet, each of the 15 books was read and coded by the researcher. To avoid reader fatigue when evaluating and coding each of the 15 books, no more than 4 books were read in one sitting, with a minimum of a

2 hour break between sittings. The first reading of each book was solely for content and identifying the presence of a teacher. After reading the book for the first time, the researcher filled out section A of the Coding Sheet particularly the summary section. The second reading of the book was to detect any dispositions the teacher character exemplifies or defies, and code those dispositions. During the second reading, the researcher also made note of how each teacher exemplifies or defies a particular characteristic circling pieces of the operational definitions on the Quick Reference Guide and making note of the action that related to it on both the Coding Sheet and Quick Reference Guide. Once the coding was completed, both sheets were filled out by the researcher. The researcher then proceeded to the next book, with a new copy of the Coding Sheet and Quick Reference Guide to use.

Limitations

Although efforts were made to ensure interrater reliability, due to limited funding and time to train additional coders there is a lack of interrater reliability was established. However, the thesis chair, a professor of children's literature, and the researcher's committee which also included a professor of children's literature, carefully monitored and checked the coding of each book.

For the purpose of quantitative analysis, each of the 12 dispositions potentially being so highly correlated can pose difficulty to individual analysis of each. Often times the presence of one characteristic can imply that the character possess another, thus the operational definitions were indented to clearly define each of the dispositions yet some correlation still exists.

In selecting a target population, the list of *New York Times* best selling picturebooks provides insight into the books that are being purchased by the public. However, the list is determined by sales reported to the *New York Times* from “independent book retailers; national, regional and local chains; online and multimedia entertainment retailers; supermarkets, university, gift and discount department stores; and newsstands” e-book sales are not included in the calculation that determines best selling books for this particular category (NYtimes.com). The main limitation of this population is that it does not reflect the number of times a book may be borrowed, or checked out from a public or school library. Thus, this list reflects the interest of consumers with the means to purchase books, which may exclude children and families that do not have the same access to text, or exclude those who purchase e-books. This does not particularly change the findings of the current study rather the implications of the findings as they do not quite represent the portrayal of teacher society is giving to all children.

An additional limitation would be the limited amount of books in the population. In so aspects this is a limitation and in others it is not. The limited number of picturebooks that fit the criteria for this study implies that teachers who are going be a large part of our children’s lives are not being discussed nearly as much as they should be. Only having 15 subjects to analyze in conjunction with the lack of interrater reliability can greatly impact the statistical outcomes. Having a discrepancy between just one of the characters could change the percent of those who exhibit the disposition by approximately 7%.

In the next chapter, findings and discussions, the findings illustrated by the coding of each of the 15 books in this study will be discussed. These findings will be applied to the current

role of the depictions of teachers in picturebooks; data regarding the occurrences of each disposition as they relate to gender will be presented, as well as overall statistics regarding the study.

Chapter 4: Findings and Discussions

The purpose of this study was to examine and compare the portrayal of male teachers and female teachers in picturebooks from 2008 to 2012, not only concerning the quantity of characteristics in books in which they appear, but the range in teacher quality or effectiveness as defined by Walker (2008). Examining teachers depicted in current popular children's picturebooks, as noted by their presence on the *New York Times* best seller list 2008-2012 served to identify the kind of teacher we, as a society were conveying to children.

Previous research suggests that society has painted an image through picturebooks that stands "overwhelmingly as a white, non-Hispanic woman" (Sandefur & Moore, 2004), whom more often than not have a negative attitude towards children. Other research suggest in general a majority of characters appearing in children's literature are male, including Crisp and Hiller's (2011) examination of Caldecott winners, which found that males were featured as lead characters 2.3 to 1 times more frequently than females in winners from 1938 to 2011.

In order to compare the accuracy and or correlation of those previous areas of study on the population at hand each teacher portrayed in a book appearing on the *New York Times* best seller list in the picturebook category was evaluated for effectiveness based on Robert Walkers *12 Characteristics of an Effective Teacher* (2008). The book describes 12 characteristics or dispositions that were common themes among the responses to an essay he Dr. Walker assigned to more than 1000 inservice and preservice teachers. The essays discussed their "most memorable teachers: those who had the greatest impact on their lives and who were most

successful (effective) the teachers they most wanted to emulate and who might have had the greatest impact on their decision to enter teaching” (Walker, 2008, P.63).

The 12 characteristics include: Prepared, Positive, High Expectations, Creativity, Fair, Personal Touch, Sense of Belonging, Compassionate, Sense of Humor, Respect, Forgiving, and Admits Mistakes. Once operational definitions of each of those dispositions or characteristics were created as well as definitions of the antithesis of each, a Quick Reference Guide was created in addition to a Coding Sheet to record and evaluate each of 15 fictional picturebooks in the study. The Coding Sheet makes note of occurrences of each of the characteristics, their contrast and information about the teacher in the book.

From the basic information provided by the coding sheet a large gap between the number of male and female teachers portrayed became evident.

Table 4: Appearances of Teachers based on Gender

Gender of Teacher	Number of Appearances	Percent of books they appear in
Male	2	13%
Female	11	73%
Unknown	2	13%

As displayed in the table above nearly one third of the teachers depicted in the populations were females. This is not a shocking statistic seeing as it was reported that 84% of K-6 teachers in the US are women (NCEI, 2011). This statistic implies that approximately 15% of teachers K-6 in the US are male which again correlates with what is depicted in these books. The only main

difference between these findings and the national reports is the Unknown category, of course² unknown teachers in the study are genderless animals; however, this would not occur in reality.

Disregarding gender, the overall depiction of a teacher is far more positive than negative as previous studies suggest. The following table presents the presence of each characteristic or its direct antithesis in the 15 picturebooks that compose the population of the study.

Table 5: Occurrences of Dispositions by Title

	<i>When I Grow Up</i>	<i>Llama Llama Misses Mama</i>	<i>Extra Yarn</i>	<i>Pete the Cat: Poet in a Hat</i>	<i>Amelia Bedelia's First Valentine</i>	<i>My Brave Year of Firsts</i>	<i>Fancy Nancy: Poet Extraordinaire!</i>	<i>Zen Ties</i>	<i>The Hair of Zoe Elanorhachar</i>	<i>Haunted Hibears</i>	<i>Miss Smith and the Knuffle Bunny Too: A Case of Mistaken Autumn</i>	<i>For the Love of Autumn</i>	<i>The Junkyard</i>	<i>Rocket Writes a</i>
Prepared	✓	✓		✓	✓	✓	✓	✓	✓	✓		✓		
Unprepared														
Positive						✓	✓	✓	✓	✓	✓	✓	✓	
Negative			✓					✓						
High Expectations							✓					✓	✓	
Low Expectations			✓											
Creative					✓		✓	✓	✓		✓	✓		
Dull			✓											
Fair	✓	✓			✓						✓	✓		
Biased														
Personal Touch	✓	✓			✓			✓				✓	✓	✓
Impersonal														
Sense of Belonging	✓	✓			✓	✓	✓					✓	✓	
Sense of Alienation								✓						
Admits Mistakes								✓						
Refuses Mistakes														
Sense of Humor	✓													
Overly Serious								✓						
Gives Respect to Students	✓						✓					✓	✓	✓
Purposefully Disrespectful			✓											
Forgiving											✓			
Unforgiving														
Compassionate		✓			✓		✓		✓			✓	✓	
Cruel														

A checkmark indicates the presence of a particular disposition in the corresponding title. At a glance one can see the frequency of effective characteristics is far greater than non effective counterparts. The frequencies of each are reported in the following table.

Table 6: Frequency of Dispositions

Characteristic	Frequency	Percent of teacher who possess this characteristic
Prepared	10	67%
Unprepared	0	0%
Positive	8	53%
Negative	2	13%
High Expectations	3	20%
Low Expectations	1	7%
Creative	6	40%
Dull	1	7%
Fair	5	33%
Biased	0	0%
Personal Touch	7	47%
Impersonal	0	0%
Sense of Belonging	7	47%
Sense of Alienation	1	7%
Admits Mistakes	1	7%
Refuses Mistakes	0	0%
Sense of Humor	1	7%
Overly Serious	1	7%
Gives Respect to Students	5	33%
Purposefully Disrespectful	1	7%
Forgiving	1	7%
Unforgiving	0	0%
Compassionate	6	40%
Cruel	0	0%

Looking at the percent values of each of the characteristics, without exception all of the characteristics that have 0% are characteristics of a poor teacher. The characteristics that are most likely to be shown in a teacher regardless of gender are: Prepared, Positive, Creative, Personal Touch, Sense of Belonging, and Compassionate. Those 7 characteristics occur in more than 40% of the teachers depicted in the population of best selling titles. As one would hope, yet

not have expected teachers with no attention to one particular gender are portrayed in a very positive light. They are seen as creative, compassionate, and prepared among other things.

When looking at these dispositions as they relate to gender the same does not always hold true. The table below illustrates frequency of the effective characteristics solely in the female teachers included in the population.

Table 7: Frequency of Effective Dispositions in Female Teachers

Characteristic	Frequency among female teachers	Percent of female teachers who possess this characteristic
Prepared	8	73%
Positive	7	64%
High Expectations	2	18%
Creative	6	55%
Fair	4	36%
Personal Touch	5	45%
Sense of Belonging	6	55%
Admits Mistakes	1	9%
Sense of Humor	1	9%
Gives Respect to Students	4	36%
Forgiving	1	9%
Compassionate	4	36%

Looking at the results of this table, you can see each of these dispositions appears at least once in the 11 books portraying female teachers. In contrast the following table will depict the occurrences and frequencies for Ineffective Dispositions.

Table 8: Frequency of Ineffective Dispositions in Female Teachers

Characteristic	Frequency	Percent of teacher who possess this characteristic
Unprepared	0	0%
Negative	1	9%
Low Expectations	0	0%
Dull	0	0%
Biased	0	0%
Impersonal	0	0%
Sense of Alienation	1	9%
Refuses Mistakes	0	0%
Overly Serious	1	9%
Purposefully Disrespectful	0	0%
Unforgiving	0	0%
Cruel	0	0%

Looking at both of the tables the percentages of positive occurrences far exceed the percentages of negative occurrences in every category. Female teachers are rarely portrayed in an ineffective light. In contrast, here are the occurrences for male teachers, as this data is presented be mindful of the very small frequency of male teachers in this population.

Table9: Frequency of Effective Dispositions in Male Teachers

Characteristic	Frequency among female teachers	Percent of male teachers who possess this characteristic
Prepared	0	0%
Positive	1	50%
High Expectations	1	50%
Creative	0	0%
Fair	0	0%
Personal Touch	1	50%
Sense of Belonging	0	0%
Admits Mistakes	0	0%
Sense of Humor	0	0%
Gives Respect to Students	1	50%
Forgiving	0	0%
Compassionate	1	50%

Seeing as there are only 2 male teachers depicted in the population it is very difficult to portray all 12 characteristics in one picturebook. All of the positive characteristics, or dispositions that are depicted by male teachers, are depicted by one teacher, or 50% of the population. The following table depicts the frequency of ineffective dispositions in male teachers.

Table 10: Frequency of Ineffective Dispositions in Male Teachers

Characteristic	Frequency	Percent of teachers who possess this characteristic
Unprepared	0	0%
Negative	1	50%
Low Expectations	1	50%
Dull	1	50%
Biased	0	0%
Impersonal	0	0%
Sense of Alienation	1	50%
Refuses Mistakes	0	0%
Overly Serious	0	0%
Purposefully Disrespectful	1	50%
Unforgiving	0	0%
Cruel	0	0%

In looking at the data for male teachers portrayed in titles appearing on the *New York Times* best seller List 2008-2012 it appears that it is equally likely that a male teachers will be portrayed as effective, as opposed to ineffective. Only dispositions reflected by one teacher are shown in table 9, and the other male teacher shown in table 10.

The following chapter, Educational Implications and Concluding Remarks, the findings presented will be related to education and societies current portrayals of teachers. It will also discuss the researcher's hopes to further the research.

Chapter 5: Concluding Remarks and Further Research

Overview

The purpose of this study was to examine the portrayal of teachers depicted in best selling picturebooks, and to compare the difference between genders should one exist. In examining these best selling picturebooks the goal was to look not only at quantity of characteristics in books in which they appear, but the range in teacher quality or effectiveness as defined by Walker (2008). Knowing that children potentially shape their worldview based upon the books they are exposed to the researcher wanted to focus in on image of a teacher society is presenting, through books, to children.

Image of a Teacher

After examining the 15 teachers portrayed in best selling literature that appears on the *New York Times* list between 2008 and 2012 the researcher obtained much clarity as to how society is portraying teachers to young children through picturebooks. The image of a teacher is overwhelmingly female; she is a teacher that is prepared, positive, creative and works hard to create a sense of belonging in her classroom. This is not far different from the national statistic earlier mentioned that 84% of teachers K-6 in the US are women (NCEI, 2004)

The image of a male teacher specifically is not clearly defined, after examining the 2 teachers presented in the population, the teachers are very different from one another making it hard to come to clear conclusions. One male teacher was incredibly effective, as the other ineffective. Over all these results tell children that teachers are almost always women with very few exceptions.

More importantly from this study the researcher has concluded that portrayals of teachers in general are too few and far between, with beginning population of 263 books, appearing on the *New York Times* best seller list. Surprisingly only 5% of these books obtained references to classroom teachers. The prominence of teachers in children's daily lives was not accurately reflected across this population of books .

Educational Implications

The current study's aim was to explore depicted teachers in children's picturebooks as a reflection of real world. This study's findings that female teachers are more often than not portrayed in a positive light and male teachers are equally likely to be portrayed as positive or negative. This makes it clear to the researcher that it is incredibly important to provide children with books that reflect effective male and female teachers regularly.

Practicing teachers should also be mindful of preconceived notions that a student might have entering school. As previously mentioned Sandefur and Moore (2004) argue that teachers cannot create a positive change in the lives of their student if they do not know what stereotypes they are battling. With the knowledge and insight provided though this study, light is shed on the stereotypes they are battling thus, they will more easily be able to make positive change.

These changes can be made not only through the types of books presented but the type of classroom environment teachers create. Again, following the Marzano indicators for effective teachers design questions 8 and 9 *Establishing and Maintaining Relationships with Students and Communicating High Expectations for all Students* (2012) teachers can give help students formulate a positive opinion of teachers, as equals despite their gender.

Future Research

In hopes of understanding the true portrayal of teachers in children's literature, initial steps to further the research would be to expand the population to include books that are not necessarily best selling, but those with the most exposure or those that are award-winning. A concern with this study was that the population of books did not necessarily reflect the interests of children who do not have the same access to texts due to a lack of financial means. My hope for future research would be to address this problem by finding a straightforward way to get a true indication of what books children are reading. Exploring the images of teachers and related gender issues may also be examined in other media being provided to children, such as ebooks, apps, and film.

APPENDIX A: TITLES INCLUDED IN POPULATION

APPENDIX A: TITLES INCLUDED IN POPULATION

Anderson, L. H. (2010) *The hair of zoe fleefenbacher goes to school.* : New York, NY Simon &

Schuster Books for Young Readers.

Barnett, M. (2012) *Extra yarn.* New York, NY: Harper Collins.

Bottner, B. (2010) *Miss brooks love books! (and i don't).* New York, NY: Harper Collins.

Curtis, J. L. (2012) *My brave year of firsts.* New York, NY: Harper Collins.

Dewdney, A. (2009) *Llama llama misses mama.* New York, NY :Viking Juvenile Yankovic, A.

(2011) *When I grow up.* New York, NY: Harper Collins.

Garland, M. (2012) *Miss smith and the haunted library.* Toronto, Canada:Puffin.

Grogan, J. (2012) *Marley goes to school.* New York, NY: Harper Collins.

Litwin, E. (2011) *Pete the cat rocking in my school shoes.* New York, NY: Harper Collins.

Muth, J. (2008) *Zen ties.* New York, NY: Scholastic Press.

O'Connor, J. (2010) *Fancy nancy: poet extraordinaire!*. New York, NY: Harper Collins.

Parish, H. (2011) *Amelia bedelia's first valentine*. New York, NY: Greenwillow books.

Polacco, P. (2008) *For the love of autumn*. New York, NY : Philome.

Polacco, P. (2010) *Junkyard wonders*, New York, NY: Philome.

Willems, M. (2007) *Knuffle bunny too: a case of mistaken identity*. New York, NY: Disney-

Hyperion.

APPENDIX B: ORIGINAL QUICK REFERENCE GUIDE

APPENDIX B: ORIGINAL QUICK REFERENCE GUIDE

<p>Prepared-</p> <ul style="list-style-type: none"> - Teacher has previously prepared materials -Teacher has read the content ahead of time -Teacher has classroom set up prior to student arrival -Teachers arrive to school early/stay late. 	<p>Positive-</p> <ul style="list-style-type: none"> -Gives positive feedback to students - Gives students praise - Happily welcomes students into the classroom 	<p>High Expectations-</p> <ul style="list-style-type: none"> -Gives students challenges -Encourages student participation -Pushes students to reach new goals.
<p>Creative-</p> <ul style="list-style-type: none"> -Allows for demonstration of knowledge through artistic exhibits - Teaches students using non-traditional methods 	<p>Fair-</p> <ul style="list-style-type: none"> -Provides choice when giving assignments to students -Gives equal student an equal amount of attention -Fair teachers ensure that they treat each student equally and display no biases. -May use rubric grading to ensure equality 	<p>Personal Touch-</p> <ul style="list-style-type: none"> -Share experiences with the class -Spend time getting to know their students -May attend outside of school functions to support students
<p>Sense of Belonging-</p> <ul style="list-style-type: none"> - These teachers know what is going on in students outside lives. -These teachers can create an environment the serves as an escape from the realities of their -Approachable 	<p>Admits Mistakes-</p> <ul style="list-style-type: none"> -Apologizes to students -Recognizes the importance of trying -Makes sure students know that no one is perfect. -Turns mistakes into teachable moments 	<p>Sense of Humor-</p> <ul style="list-style-type: none"> - Teachers with a sense of humor can make learning fun. -Teachers are occasionally spontaneous -Make jokes with students
<p>Gives Respect to Students-</p> <ul style="list-style-type: none"> -Each and every student regardless - Students whose teachers respect them can respectfully disagree with each other -Creating meaningful discussions. -These teachers respect their students provide consistent expectations and consequences for every student 	<p>Forgiving-</p> <ul style="list-style-type: none"> - Teachers who are forgiving allow students to start with a clean slate - Remind students that every day is a new day. -Never remind students of past wrong doings 	<p>Compassionate-</p> <ul style="list-style-type: none"> - They show their students that they love and value them as individuals. -They put the needs of the students far beyond their own needs -Listen to students personal concerns -Stands up for students well-being

APPENDIX C: SAMPLE CODING SHEET

APPENDIX C: SAMPLE CODING SHEET

Title:

Author:

Author gender:

Year published:

Awards and honors:

Summary:

Teacher Information

Name:

Gender:

Characteristics:

Evidence:

Prepared - Unprepared	
Positive - Negative	
High Expectations - Low Expectations	
Creative - Dull	
Fair - Biased	
Personal Touch - Impersonal	
Develops a Sense of Belonging – Develops a Sense of Alienation	
Admits Mistakes - Refuses Mistakes	
Sense of Humor - Overly Serious	
Gives Respect of Students - Purposefully Disrespectful	
Forgiving - Unforgiving	
Compassionate - Cruel	

APPENDIX D: SAMPLE OF FINAL QUICK REFERENCE GUIDE

APPENDIX D: SAMPLE OF FINAL QUICK REFERENCE GUIDE

Title:

Date:

Character Name:

Prepared	Unprepared	Positive	Negative	High Expectations	Low Expectations
Teacher has previously prepared materials	Teacher does not have appropriate materials ready	Gives positive feedback to students	Generally gives negative feedback to students	Gives students academic challenges	Gives students answers
Teacher has read the content ahead of time	Teacher misplaces needed materials	Gives students praise	Yells at students	Encourages student development of problem solving	Accepts mediocrity
Teacher has classroom set up prior to student arrival	Does not know how to effectively communicate	Happily welcomes students into classroom		Pushes students to reach new goals	
Teachers arrive to school early/stay late.		Gives students high fives, hugs, or other positive rewards		Shows disappointment in student behavior	
Creative	Dull	Fair	Biased	Personal Touch	Impersonal
Allows for demonstration of knowledge through artistic exhibits	Uses solely convention teaching methods	Provides choices when giving students assignments	Makes known which students he/she favors	Shares experiences and personal stories with students	Refuses to give students any details about his/her personal life
Teaches students using non-traditional methods	Lectures	Gives each student an equal amount of attention	Gives significantly more attention to specific students	Spends time getting to know each student	Does not know students name or interests
Shows creativity through teaching, dress, projects or activities	Frowns upon creative outlets and expressions	Ensures each student is treated equally in grading (potentially rubric grading) and management	Gives exceptions to students when rules are broken	May attend out of school functions	Declines request to attend outside of school student functions without reason
		Provides clear expectations and hold students to		Spends time communicating with students	Ignores students on an individual

		consequences equally		individually	basis
Sense of Belonging	Sense of Alienation	Admits Mistakes	Refuses Mistakes	Sense of Humor	Overly Serious
Aware of what is going on in students' outside lives	Does not allow interaction between students at any time	Apologizes to students	Denies he/she makes mistakes	Makes learning fun with humor	Allows only educational conversations (prohibits laughing/joking)
Creates an environment that serves as an escape	Singles students out	Recognizes the importance of trying	Only accepts perfection	Does or says things spontaneously	Never smiles
Approachable	Unapproachable	Ensure students know that no one is perfect		Makes jokes with students	
Emphasizes teamwork/working collaboratively	Expresses non interest in outside lives of students	Turns mistakes into teachable moments			
Gives respect to students	Purposefully Disrespectful	Forgiving	Unforgiving	Compassionate	Cruel
Teaches students to respectfully disagree	Disregards student opinion	Gives students a clean slate daily	Allows previous actions to cloud judgments	Shows students love and values their individuality	Ignores or disregards students personal concerns
Allows students to share their ideas	Interrupts students and does not allow other opinions	Remind students every day is a new day	Reminds students of mistakes made previously	Places students' needs first	Concerned solely with themselves
Provides consistency and equal expectations and consequences	Talks down to students	Does not remind students of past wrong doings	Disregards improvements over time	Listens to students' personal concerns	Does not allow emotion in the classroom
		Hopeful for future improvements		Hugs, high fives, and other gestures of understanding are given	

APPENDIX E: CODING MATERIALS FOR BOOKS IN POPULATION

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