

### **Article 1 Parents' Perceptions of the Drug Abuse Resistance Education Program (DARE)**

1. Have the previous evaluations and assessments of DARE produced consistent results?  
No. (See lines 9–11.)
2. Were private schools selected to be part of the sample?  
Yes. (See lines 158–160.)
3. Which of the items in Table 1 indicate the most positive results?  
Understanding the effects of alcohol, tobacco, and other drugs. (See Table 1.)
4. Does the researcher recommend continued research on parents' perceptions of the DARE program?  
Yes. (See lines 501–502.)
5. On the Likert scale for each item in Table 1, what does the number 5 refer to?  
Much improved. (See lines 182–186.)

### **Article 2 Retention Issues: A Study of Alabama Special Education Teachers**

1. What is the explicitly stated purpose of this study?  
To investigate issues that relate to the attrition, migration, and turnover of special education teachers in a county in southeast Alabama. (See lines 10–13.)
2. This study had how many participants?  
70. (See lines 80–81.)
3. Which item had the highest mean score?  
Class size or caseload size. (See Table 1, where the mean for this item is 3.14.)
4. Which item had the lowest mean score?  
Inadequate preparation or staff development. (See Table 1, where the mean for this item is 1.81.)
5. Why do the numbers of cases (*N*) vary in Table 1?  
Because some participants did not answer all of the questions. (See the footnote in Table 1.)

### **Article 3 To What Extent Are Literacy Initiatives Being Supported? Important Questions for Administrators**

1. What is the explicitly stated purpose of this study?  
To examine teachers' expressed perceptions regarding their states' provisions for instructional materials and professional development opportunities related to state literacy initiatives for K–6 classroom teachers. (See lines 52–57.)
2. The researchers state that they included "demographic items" in order to provide what?  
Background information on the respondents. (See lines 82–83.)
3. What was the return rate?  
Approximately 40%. (See lines 106–107.)
4. What percentage of the respondents had 11 to 20 years of classroom teaching experience?  
17%. (See Table 1.)
5. What percentage of the respondents strongly disagreed that they had adequate supplemental reading materials?  
18%. (See Table 3.)

#### **Article 4 Stalking and Related Harassment of Secondary School Counselors**

1. According to the researchers, is there a “standard” definition for stalking?  
No. (See lines 15–16.)
2. According to the researchers, are the terms “stalking” and “harassment” synonymous?  
No. (See lines 90–104.)
3. What percentage of the respondents were African American?  
8.6%. (See lines 210–212.)
4. The questions on the survey were developed in consultation with whom?  
School counseling personnel who had experience working with law enforcement and school issues. (See lines 231–234.)
5. How many of the counselors reported that they had been stalked at least once?  
12. (See lines 250–251.)
6. What was the most frequently reported “lifestyle change” made as a result of safety concerns?  
Reported suspicious activity to authorities. (See Table 2.)

#### **Article 5 The “Nuts and Bolts” of Teacher Images in Children’s Picture Storybooks: A Content Analysis**

1. In the “Research Perspectives” section of this article, the researchers cite a “startling paradox.” What is the paradox?  
On one hand, teachers are valued as contributing members of society; on the other hand, teachers are frequently portrayed in the media and literature as inept and not very bright. (See lines 179–183.)
2. Which database did the researchers use to find the titles analyzed in this study?  
Follett Library Resources. (See lines 255–256.)
3. The researchers noted details in five areas, including “Subject.” To what does “Subject” refer?  
The school subject(s) that the teacher was represented as teaching: reading/language arts, math, geography, history, etc. (See lines 284–286.)
4. What percentage of the 96 teacher images were culturally diverse images?  
11%. (See lines 353–356.)
5. What was an “unexpected finding” of this study?  
That teachers in picture storybooks are never shown as learners themselves, never portrayed as moving from less effective to more effective. (See lines 395–399.)
6. How many of the books represent teachers as intellectually inspiring?  
Six. (See lines 514–515.)

#### **Article 6 The News Media on School Crime and Violence: Constructing Dangerousness and Fueling Fear**

1. What does Hypothesis 2 state?  
News stories on school crime and violence are constructed in a way that exaggerates the risk of victimization that students face in schools. (See lines 200–202.)
2. What two search terms did the researchers use?  
*School violence* and *school crime*. (See lines 329–334.)

3. The sample included how many articles from *The New York Times*?  
248. (See lines 344–345.)
4. Did the researchers expect fears to spike in 1999?  
Yes. (See lines 390–391.)
5. Do the researchers believe that the results support their third hypothesis?  
Yes. (See line 467.)
6. Which of the two newspapers had more focus on describing the extent of violence at school?  
*USA Today*. (See Table 2).