

National Survey of Violence Against Teachers:

APA Classroom Violence Directed Against Teachers Task Force Report

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School violence is a significant public health crisis that warrants our attention. Nationally, 11% of high school students report being in a fight, 8% report being threatened or injured with a weapon on school property, and 6% report carrying a weapon on school property in the past 30 days (Robers, Zhang, & Truman, 2010). Less severe forms of student victimization are even higher, with 32% of 12-18 year old students report having been bullied and 21% report being made fun of (Robers et al., 2010). When levels of school violence rise, the consequences for students, parents, and teachers are paramount. A recent APA Classroom Violence Directed Against Teachers Task Force Report (2010) suggests teacher victimization is a major issue that deserves urgent attention, yet there is a dearth of research on violence directed against K-12 teachers. There is a need to include teachers in our research on school violence to recognize, understand, and improve their experiences with the ultimate goal of improving school settings as places for teaching and learning rather than violence and victimization.

Much of what is known nationally about teacher victimization is reported in the annual School Crime and Safety Report (National Center for Education Statistics) which includes data from a variety of national surveys of students, teachers, and principals. According to the most recent release of this report, 11% of public school principals reported students engaging in acts of disrespect on a daily or weekly basis, and 6% reported students engaging in verbal abuse directed toward their teachers (Robers et al., 2010). During 2007-2008, 7% of teachers reported being threatened with injury by a student at their school and 4% reported being physically attacked; reports of threat and injury are highest in urban schools, public schools, and among male teachers (Robers et al., 2010). Further, Elliot, Hamburg, and Williams (1998) indicated that 56% of teachers report not feeling safe at school, and 33% report being less eager to go to school due to threat of violence (Elliot, Hamburg, & Williams, 1998). Overall, these data suggest that a

significant number of teachers experience victimization, and perceptions of safety suggest that rates of victimization may be higher than previously reported.

It is possible the current stated prevalence rates on teacher victimization underestimate the extent of the problem because they are limited by virtue of data collection approaches to victimization generated by students, certain forms of victimization, and from the principal's perspective. More specifically, assessment of teacher victimization generally focuses on victimization by students and excludes victimization experiences generated by other perpetrators such as parents, colleagues, or others in the school setting. Assessing only a few categories of victimization, such as threats with injury and physical attacks, may also underestimate the extent of the problem. Further, principal reports may reflect school-level prevalence rates as opposed to teacher-level prevalence rates. In addition, principals may underestimate the extent to which each of their teachers experiences victimization, because teachers may not report every incident of victimization, and because principals have a vested interest in presenting their schools in a positive light. These challenges suggest we need to gather data from teachers about their experiences, assess victimization based on multiple perpetrators, and assess various types of victimization in order to gain a more comprehensive picture of teacher experiences in their schools.

There are several contributors to teacher victimization. For example, community and demographic characteristics correlate with school discourse and violence and explain 43-54% of the variance in teacher victimization rates among high schools and middle/junior high schools, respectively (Gottfredson & Gottfredson, 1985). School-level variables including educational climate, psychosocial climate, disciplinary standards, governance, and inadequate resources also have been found to predict teacher victimization, although to a lesser degree than community and demographic variables (Gottfredson, 1985; Payne, Gottfredson, & Gottfredson, 2003). Given the significant trends and few studies available, further examination is needed of victimization by teachers' gender, race/ethnicity, and type of community setting where the school is located.

The costs of teacher victimization are high and have a negative impact not only on teachers, but on students, taxpayers, and school systems as well. For example, teacher victimization may result in lost wages, lost instructional time/productivity, increased workman's compensation payments, litigation costs, negative publicity for the school, and negative student behavioral and academic outcomes (Levin, Belfield, Muenning, & Rouse, 2006; No Child Left Behind [NCLB], 2001). Given these significant costs, research is urgently needed that assesses the types of victimization that may occur, as well as incidents that are perpetrated by individuals in a range of roles, such as students, parents, and colleagues.

Identifying and monitoring violence against teachers is important and allows for a broader ecological understanding of victimization in school settings. Teachers play a role in the cognitive, social, and behavioral development of students, and greater understanding of teacher victimization rates and subsequent lessening of such rates will have benefits to both teachers and students. In order to effectively intervene in schools, we need to first understand the nature and extent of teacher victimization.

The intent of this investigation is to address this void in the literature by comprehensively examining violence against teachers from a national survey of K-12 teachers. This study has four research questions: (1) What is the overall rate of K-12 teacher reported victimization in schools? (2) What are the rates of teacher victimization by offense type? (3) What are the rates of offense type by perpetrator? (4) What are the rates of offense type by victimized teachers' gender, race/ethnicity, and community setting (e.g., school located in urban, suburban, small urban, rural community setting)?

## Method

### **Participants**

A total of 4,735 K-12 general education and special education teachers were surveyed from forty-eight States across the United States. Of those surveyed, 71.7% identified their state, and some states were more highly represented than others, such as Florida (25.1%) and

Louisiana (21.6%). No surveys were completed by teachers who identified their state of residence as West Virginia or South Carolina. On average, teachers were 46.3 ( $SD = 11.36$ ) years old and had taught for 16.9 ( $SD = 10.53$ ) years. Of the 3,396 (71.7%) teachers who reported their gender, 60% were females. Of those reporting race/ethnicity (69.6%), the majority were White (81.8%), followed by Black (8.9%), Latino (4.1%), and Other/Multiracial (3.4%). All other racial/ethnic categories (Asian, Hawaiian Native/Pacific Islander, Native American/Alaska Native) consisted of less than one percent. The majority (93.5%) of participants reported they taught in public schools and worked in the following types of community settings: 30.5% urban, 35.3% suburban, 15.9% small urban, and 18.3% rural.

### **Procedure**

Following institutional review board approval at the University of Illinois, surveys were made available for teachers to complete anonymously via Survey Monkey. Survey data collection was conducted by the American Psychological Association Center for Psychology in Schools and Education (CPSE). CPSE worked collaboratively with The National Education Association, the American Federation of Teachers, each state's association of education, and others who expressed interest in the project. The National Education Association promoted participation in the survey study through their newsletter, the American Federation of Teachers distributed the weblinks to the survey directly to teachers, and CPSE sent letters to the presidents of each state's education association with an invitation to distribute information to teachers. In addition, CPSE sent information about the survey to approximately 70 practicing psychologists, school psychologists, teacher education faculty, union leaders, and teachers asking them to distribute the link to any educators they knew.

When teachers clicked on the web link to participate in the study, they were directed to the first page of an educational brochure developed by the APA Classroom Violence Directed Against Teachers Task Force, and subsequently to the survey. Once participants completed the survey, they were provided a downloadable, printable file of the entire brochure on classroom

violence. Thus, the brochure was offered as an appreciation of their time for completing the survey, and provided a resource for tips and strategies for prevention of and interventions for violence in the classroom.

The survey was available to educators online between the end of January and May of 2010. The initial collection yielded 600 responses by the end of March. In April a second solicitation letter was distributed citing the number of responses and asking for follow-up assistance to obtain higher rates of participation. By the end of April, 2,422 completed surveys had been received and another solicitation letter was distributed, resulting in a 4,735 completed surveys by May. State affiliates of national teacher associations in Louisiana and Florida aggressively promoted participation in the survey study. However, nearly all of the states doubled their response numbers from April to May as a result of the solicitation efforts of APA.

### **Measures**

The survey was developed by the APA Classroom Violence Directed Against Teachers Task Force and some items were drawn from previous studies on violence against teachers (Gottfredson et al., 2003). Participants were asked “Have any of the following happened to you personally this year or last year at your school? If yes, please check ALL the individuals that may have been involved.” There were eleven forms of victimization that included the following: obscene remarks, obscene gestures, verbal threats, intimidation, cyber/internet violence, theft of personal property, damage to personal property, objects thrown, physical attack not resulting in a visit to a physician, physical attack resulting in a visit to a physician, weapon pulled. For each victimization category, teachers could choose the “Did not happen” option. Those who experienced an incident of victimization were asked to report the role of each individual who committed the specific type of offense toward them. For example, a teacher experiencing a verbal threat would indicate if this type of offense was generated by a student, parent, colleague, stranger, and/or other within the current or past year.

The occurrence of teacher victimization was not directly recorded using a measure of frequency, but rather, by teachers' indication that they experienced the offense. It is necessary to note that the selection of various perpetrators is not synonymous to the number of times one is victimized. For example, although a participant may have selected student and parent within the verbal threat category, the number of times the teacher may have been verbally threatened by a student or a parent is unknown. For this reason, teacher responses were not used to report the frequency of specific forms of victimization. Instead, the eleven victimization categories were dichotomized (experienced offense, did not experience an offense) to ascertain the percent of teachers experiencing the respective offenses.

We also examined the extent to which teachers were victimized by multiple perpetrators. In order to do this, we summed the number of perpetrators (for each type of victimization) that were identified as having committed an offense to obtain a mean number of perpetrators by offense. For example, a selection of student and colleague under the verbal threat category would produce a total of two perpetrators.

### **Design and Statistical Analysis**

In the section that follows we present findings of a descriptive study conducted to examine patterns of victimization across all categories of offenses. Percentages were used to describe the extent to which teachers reported experiencing at least one victimization for each offense type, and means and correlations were calculated to describe the rate and overlap of victimization by perpetrators. In addition, the types of perpetrators (i.e., student, parent, colleague, stranger, other) and three teacher characteristics (i.e., gender and race/ethnicity), and community setting (i.e., urban, suburban, small urban, and rural) were examined as they related to offense type. Parametric (i.e., t-tests) and nonparametric tests (Chi-square tests) were used to assess for significant differences between groups. For reporting purposes, the eleven victimization categories were grouped into three broader categories: 1) harassment (i.e., obscene remarks, obscene gestures, verbally threatened, intimidated, Internet victim), 2) property

offenses (i.e., damage to personal property, theft of property), and 3) physical offenses (i.e., physical attack resulting in a visit to doctor, physical attack not resulting in a visit to doctor, weapon pulled, object thrown).

## Results

### **Overall Rates of Teacher Victimization**

Teacher victimization was examined across all teachers surveyed (see Table 1). Results indicate that approximately half (50.9%;  $n = 2,410$ ) of all teachers surveyed reported at least one form of victimization within the current or previous year. Nearly half of all teachers experienced at least one harassment offense, followed by over one-third experiencing property offenses, and over one-quarter reporting physical attacks. Moreover, 1 in 5 teachers reported being victimized at least once within all three offense domains.

The most common forms of harassment were obscene remarks, obscene gestures, verbal threats, and intimidation. In terms of property offenses, both theft and damage to property were common. Regarding physical offenses, teachers widely reported objects being thrown at them (22.9%) and being physically attacked without requiring a visit to the doctor (15.8%). Physical attacks that require a doctor visit and pulling a weapon are the least common, but the most severe offenses.

### **Offense Type by Perpetrator**

Teacher victimization forms were examined across the five perpetrator categories (i.e., student, parent, colleague, stranger, and other). Nearly half of *all* surveyed teachers (47.9%) reported being victimized by a student. A high percent of teachers were also victimized by parents (18.9%) and colleagues (10.6%). A lower percent of reported offenses were committed by strangers (4.1%), and others (4.4%). Thus, teacher victimization is not solely generated by students, but appears to also be generated by other individuals within the school ecology.

Table 2 displays the overall rate differences by offense type and perpetrator. For these analyses those teachers reporting at least one offense for the respective victimization categories

were included. Among those teachers who reported current or prior victimization ( $n = 2,410$ ), almost all of the respondents experienced each type of victimization by their students. Offense rates were lower, yet substantial, for parents (36-63%) and colleagues (21-42%). It is noteworthy that parent and colleague offenses are represented by higher rates of intimidation, internet victimization, and pulling a weapon, compared to other offenses they commit and compared to students, who had slightly lower rates in these types of offenses compared to other student offenses.

To assess the extent to which teachers were victimized by multiple perpetrators a subsample of teachers who reported victimization by at least one perpetrator was used. Descriptive results show that nearly half of victimized teachers (47.5%) reported being victimized by *more than one* perpetrator and were, on average, victimized by 1.7 perpetrators. In fact, 30.8% and 12.7% of teachers reported being victimized by two and three perpetrators respectively.

Because teachers may be victimized by multiple perpetrators, we were interested in the extent to which offense type by perpetrator correlated. An important question is – Are teachers who are victimized by students more likely to be victimized by parents? For these analyses, a sum score of all victimization experiences that occurred for each offender was computed. For example, a teacher who reported intimidation, obscene remarks, and verbal threats from a parent would receive a total of three for parent offenses (see Table 3).

All victimization experiences by perpetrator were significantly positively correlated. These findings further corroborate that teacher victimization is not isolated to a specific perpetrator. Rather, teachers who experience an offense from a perpetrator are likely to experience offenses committed by other perpetrators as well. Further, it is notable that students and parents displayed the highest correlation ( $r = .43$ ) among perpetrator offenses.

### **Offense Type by Gender, Race/Ethnicity, and Community Setting**

As shown on Tables 4, 5, and 6, offense type was examined in relation to three teacher demographic variables (gender, race/ethnicity, and community setting). Overall, the percent of male teachers (74.2%) experiencing one or more offense within the current or past year was slightly higher than female teachers (70.4%). Because teachers who reported personal demographic information about themselves were more likely to report victimization than teachers who did not report their demographic information, rates of victimization offenses that take into account demographic variables were higher than overall rates.

We conducted Chi-square tests on the percent of teachers who reported victimization and t-tests on the average number of perpetrators to assess the extent to which males and females differed in reporting the experience of each type of victimization, as well as the number of perpetrators they reported for each offense (See Table 4). Men reported experiencing significantly more harassment offenses (obscene remarks, obscene gestures, verbal threats, and internet victim) than women, except for intimidation, which was higher for women. The percent of teachers who reported experiencing property offenses was similar across gender, but male teachers reported a higher number of perpetrators for theft and damage to personal property. Men were also more likely to report a weapon pulled on them, and a weapon pulled by multiple perpetrators, as well as physical attacks that lead to doctor visits by multiple perpetrators compared to women.

As shown on Table 5, the overall percent of teachers experiencing at least one victimization was similar across race. Only Hawaiian/Native Pacific Islander ( $N = 6$ ; 50%) and Native American/Alaska Native ( $N = 13$ ; 53.8%) had low rates and were not included in subsequent analyses due to small sample sizes. Results show there were significant differences across ethnic/racial groups for intimidation and property offenses. Specifically, multi-racial/other teachers reported higher rates of theft and damage to personal property than Asian American teachers. African American teachers reported fewer intimidation offenses compared to teachers from other racial/ethnic backgrounds.

Table 6 presents the results for offense type by community setting. Chi-square analyses were computed to assess differences across settings. Most of the offenses yielded significant differences across locale, including obscene remarks and gestures, verbal threats, theft of property, objects thrown, and physical attacks. Overall the results suggest higher rates of victimization in urban and suburban settings and lower rates in small urban and rural settings.

Given the relatively high rates of teachers not reporting gender and race (28-30%), we conducted *t*-tests to determine whether there were differences in victimization between those who chose to identify these basic individual demographics versus those who did not. Results suggest that those who reported race/ethnicity reported significantly higher rates of victimization compared to those who did not ( $t = 40.92, df = 4543, p < .001$ ). Similarly, those who reported gender reported significantly higher victimization than those who did not report gender ( $t = 57.88, df = 3395, p < .001$ ), and results for reporting community setting followed the same pattern ( $t = 57.49, df = 3434, p < .001$ ).

### Discussion

Results from this national survey suggest that about half of all surveyed teachers experienced at least one form of victimization during the current or previous year. Teachers reported the highest rates of harassment, followed by property offenses, and then physical violence. Students were the most common perpetrators of violence, but not the only perpetrators, as parents and colleagues also commit a substantial number of offenses. In addition, important trends in teacher victimization were found in terms of gender, race/ethnicity, and community setting that shed light on how teachers' experiences in schools vary. Taken together, these findings provide a starting point for recognizing the extent of the problem and building avenues and supports to conduct future rigorous research for this urgent problem.

Our survey data revealed a more detailed picture of what is going on in our nation's schools and one that suggests that the rates of teacher victimization may be substantially higher than previously reported. The scant existing data suggest that only 4% of teachers reported being

physically attacked (Robers et al., 2010); whereas our data suggest that 21.4% of teachers were physically attacked at least once (combining doctor and no doctor visit required). Further, 31.3 % of our overall sample of teachers reported being verbally threatened (by any perpetrator at school) versus 7% of teachers reported being threatened with injury by a student at their school (Robers et al., 2010); these two indicators may not be exactly comparable, and one needs to keep in mind that our national sample did not result from a random selection of all K-12 teachers, but they reveal the likelihood of underreporting of incidents. Our results are more consistent with safety perception data that suggest over half of teachers do not feel safe at school (Elliot et al., 1998).

Our teacher data suggest even higher rates of victimization (70-75% of report at least one experience with victimization) when individual demographic information (e.g., gender, race/ethnicity, community setting) is reported (about 70% of our sample reported these demographics). It appears that teachers who had not experienced victimization were less concerned with providing personal information in this anonymous survey, because respondents were more likely to provide demographics *if they had been victimized*. It is possible this trend occurred because the survey indirectly acknowledged the problem and offered victimized teachers “a voice” to share and document their experiences. This may contrast with those who had not experienced victimization and were completing the survey more quickly because they were asked to do so. In any case, obtaining complete data through opportunities for teachers to provide information in a safe and anonymous fashion is an important consideration for future research.

Results of this study indicated that teachers are victimized by multiple individuals within the school milieu. When the issue of school violence is raised, researchers, educators, and the general public typically think about student-perpetrated violence. Although students *were* the most common offenders in our study, our results suggested that teachers experience victimization by parents and colleagues at high rates as well. Further, when teachers experience victimization by one perpetrator, they are significantly more likely to also experience

victimization by other perpetrators, with the parent-student relation being the highest. Indeed, students who behave more aggressively are likely to be living in a home where the parent also displays antisocial behavior (Farrington 1989; Loeber & Stouthamer-Loeber, 1986). In addition, teachers reported higher rates of severe types of violence (e.g., intimidation, internet victim, weapon pulled) by parents and colleagues, compared to other offenses by parents and colleagues; however, the pattern was reversed for students, in that these were the lowest rated offenses by students, albeit still very high. This pattern may reflect power dynamics, in that other adults may be more likely to feel justified and effective in using these strategies; intimidation, internet victim, and pulling a weapon can each be viewed as a type of threat that could create leverage to manipulate the teacher to do what they want. Schools that are nested within communities that experience more violence and that have organizational climates that do not effectively address violence may be more likely to yield student, parent, colleague, and other offenses. The entire ecology of the school and the community needs to be taken into account, and violence and victimization rates warrant assessment at multiple levels.

Among educators that noted their gender, rates of victimization were even higher, with almost 3 out of 4 teachers reporting at least 1 victimization offense during the current or past year. Gender differences were clear in that male teachers reported higher rates of victimization overall; however these differences were not large (74% versus 70%). Males reported higher rates of obscene remarks and gestures, verbal threats, and internet victimization, whereas, females reported higher rates of intimidation than did men. In terms of average number of perpetrators, more males reported experiencing theft and damage to property, physical attacks requiring a doctor visit, and having a weapon pulled on them. Higher reported property and physical offenses among males is consistent with findings by Finkelhor, Ormrod, Turner, and Hamby (2005) in which physical and property victimization were experienced more frequently by boys. The current study offers some preliminary evidence that a similar pattern may extend to male teachers. It is possible that men put themselves in riskier positions in schools, such as intervening

in altercations, and this may lead to higher rates of physical offenses. Women may be more likely to be targets for intimidation, given gender role dynamics. In sum, these findings corroborate previous research suggesting gender differences in patterns of victimization in which males are more likely to experience direct physical and verbal victimization (Crick & Bigbee, 1998).

There were some racial/ethnic differences in outcomes, yet many similar patterns occurred across race/ethnicity. Multi-racial and “other” teachers reported higher rates and Asian American teachers reported lower rates of property offenses, which may be due to higher rates of prejudice and discrimination against some ethnic groups rather than others (Brackett, 2006; Herman, 2004). Although our study did not assess whether these offenses were from the same or different ethnic/racial group perpetrators, this would be a direction for future research. African American teachers reported the lowest rate of intimidation compared to teachers from other ethnicities. These patterns of findings may at least partially result from the diversity of the schools that teachers are nested within. Higher rates of teacher victimization have been found in poor communities and in communities with greater concentrations of African-Americans (Payne et al., 2003). Yet, often the teacher demographics do not match the student demographics as schools don’t hire teachers from the neighborhoods in which students live. Thus, teachers from multi-racial and other backgrounds may stand out as being more different from, and African American teachers may be more similar to, the student demographics in schools with higher rates of violence; additional research is needed to examine these issues.

In terms of community settings, the rates of victimization are higher for urban and suburban settings, compared to small urban and rural settings; yet, teacher victimization is present for all offenses across all types of settings. So, what typically might be perceived as an “urban” problem, may not be confined to urban settings, but distributed to other community settings (Gottfredson, Gottfredson, Payne, & Gottfredson, 2005).

### **Strengths and Limitations**

This study is one of the first national studies to include information from the teacher perspective about the types of violence experienced as they relate to the perpetrators of offenses and teacher characteristics (gender, racial/ethnic differences, community settings). We were able to gather information from a large, although not random national sample of K-12 teachers. Also, it is possible the teachers who elected to complete this survey had more experience with violence than those teachers who opted not to participate. Another limitation is that we were only able to examine the percent of teachers reporting victimizations by various perpetrators; frequencies of actual offenses were not collected.

### **Recommendations for Future Research and Intervention**

The results of this study suggest several directions for future research and intervention. First, estimates of teacher victimization need to address the extent of victimization from each perpetrator to accurately assess the prevalence of the problem. Likewise, inquiry on the unique contexts in which the violence occurs, the precursors that lead to violence against teachers, the events that occur following an incidence of violence, how administrators respond, and the role of school policies and practices in the promotion or reduction of violence. Third, future research focused on the *how* and *why* violence against teachers occurs will enable us to identify best practices and provide appropriate training to teachers, staff, and administrators to address and prevent school violence. Finally, measures need to be developed and validated that assess school violence at multiple levels, and the teacher experience needs to be incorporated into theoretical formulations and measures of school violence.

These findings may also help guide the development of policies and interventions designed to address teacher victimization. Given the extent of victimization that is occurring in our nations' schools, we need a multi-pronged approach to address the problem. The APA Classroom Violence Directed Against Teachers Task Force Report (2010) outlines strategies at the individual, classroom, school, and community levels, as well as the need for a national registry of incidence of violence against teachers. At the school level, additional training is

needed for teachers, staff, and administrators to better understand the psychosocial and emotional issues that affect youth, and to develop skills to prevent and reduce violence in the classroom. In addition, administrator support and policies that support teachers and help colleagues work out disagreements in productive ways are needed. Incorporating knowledge about how gender, ethnic/racial, and community setting differences may impact levels of violence against teachers can aid in tailoring more culturally sensitive and relevant school interventions.

Teachers play one of the most significant roles in the lives of children. Their well-being has implications for the vitality of schools and the development of children. Schools in which one-half of teachers may be victimized and over one-quarter experience physical victimization pose less than optimal conditions for healthy teacher-student relations and student learning. Further, if we are going to prevent high-quality teachers from choosing to leave the profession, it is important to provide safe work environments. There is an urgent need to incorporate the teacher experience into our national agenda on assessing, preventing, and addressing school violence.

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Table 1. Teacher Victimization by Offense Type (N = 4,735)

<b>Offense Type</b>	<b>% of Teachers Reporting at least 1 offense</b>
<i>Harassment</i>	46.1
Obscene Remarks	39.7
Obscene Gestures	32.4
Verbally Threatened	31.3
Intimidated	28.6
Internet Victim	2.6
<i>Property Offense</i>	34.5
Theft of Property	28.0
Damage to Personal Property	26.5
<i>Physical Offense</i>	27.8
Objects Thrown	22.9
Physically Attacked (no doctor)	15.8
Physically Attacked (doctor)	5.6
Weapon Pulled	1.9

Table 2. Offense Type by Perpetrator

Offense Type	# of Teachers Reporting at Least 1 Offense	Perpetrator		
		Students (%)	Parents (%)	Colleague <sup>a</sup> (%)
<b>Harassment</b>				
Obscene Remarks	1,880	97.3	41.2	21.3
Obscene Gestures	1,538	98.4	42.0	22.6
Verbally Threatened	1,486	95.6	46.5	25.4
Intimidated	1,356	92.8	52.4	30.8
Internet Victim	126	93.7	62.7	42.1
<b>Property Offense</b>				
Theft of Property	1,331	97.7	42.0	25.4
Damage to Personal Property	1,256	98.5	42.9	24.7
<b>Physical Offense</b>				
Objects Thrown	1,083	99.2	42.3	25.6
Physically Attacked - no doctor	747	99.1	39.6	25.7
Physically Attacked -doctor	267	97.8	36.0	32.6
Weapon Pulled	93	95.7	54.8	36.6

Note: <sup>a</sup> - Results of offense type by stranger and other were not included due to low rates.

Table 3: Correlations of Perpetrator Offenses

<i>Perpetrator of Offenses</i>	<b>Parent</b>	<b>Colleague</b>	<b>Stranger</b>	<b>Other</b>
Students Offenses	.43	.25	.20	.15
Parent Offenses		.27	.29	.17
Colleague Offenses			.24	.20
Stranger Offenses				.18

**Note:** All correlations are significant at  $p < .01$

Table 4: Offense Type by Gender

Offense Type	% Reporting at least one Victimization		$\chi^2$	Average # of Perpetrators		t
	Male	Female		Male	Female	
<i>Harassment</i>						
Obscene Remarks	64.3	53.6	21.58***	1.77	1.77	-.05
Obscene Gestures	54.2	43.5	21.43***	1.83	1.81	.29
Verbal Threats	49.7	42.6	9.62**	1.91	1.86	.74
Intimidated	36.0	40.7	4.20*	2.10	1.95	1.89
Internet Victim	5.4	3.4	5.34*	2.97	2.41	2.37*
<i>Property Offense</i>						
Theft of Property	41.8	38.7	1.89	2.00	1.86	2.08*
Damage to Personal Property	37.1	37.0	.01	2.01	1.86	2.15*
<i>Physical Offense</i>						
Objects Thrown	34.2	31.4	1.68	1.96	1.83	1.89
Physically Attacked (no doctor)	21.3	22.1	.21	2.06	1.85	1.86
Physically Attacked (doctor)	6.8	8.1	.94	2.50	1.90	2.52*
Weapon Pulled	5.2	2.3	15.40***	2.66	2.13	2.07*

Note. \*p < .05; \*\*p < .01; \*\*\*p < .001

Table 5: Offense Type by Race/Ethnicity

Offense Type	Race/Ethnicity					$\chi^2$
	White	African American	Latino	Multi-racial Other	Asian	
<i>Number of Respondents</i>	2,695	292	136	113	39	
<i>Percent of Respondents with 1 or more offenses</i>	71.1	70.5	70.6	74.3	71.8	
<b>Harassment</b>						
Obscene Remarks	55.4	54.1	52.2	61.1	61.5	2.82
Obscene Gestures	45.3	43.2	44.1	48.7	43.6	1.15
Verbally Threatened	43.5	42.5	48.5	50.4	38.5	4.06
Intimidated	40.1	32.9	47.8	46.0	46.2	11.94*
Internet Victim	3.4	3.8	5.1	6.2	2.6	3.68
<b>Property Offense</b>						
Theft of Property	39.3	34.9	41.2	52.2	25.6	13.49**
Damage to Personal Property	37.7	26.7	34.6	50.4	23.1	26.25***
<b>Physical Offense</b>						
Objects Thrown	32.4	28.4	28.7	28.3	38.5	4.01
Physically Attacked (no doctor)	22.2	17.1	19.9	24.8	25.6	5.26
Physically Attacked (doctor)	7.4	8.2	10.3	12.0	7.7	5.10
Weapon Pulled	2.4	2.7	3.7	7.1	2.6	9.43

Note: Rates are higher than the overall reported rates because results include the subsample that reported race/ethnicity.

\*  $p < .05$ ; \*\*  $p < .01$ ; \*\*\*  $p < .001$

Table 6. Offense Type by Community Setting

Offense Type	Community Setting				$\chi^2$
	Urban %	Suburban %	Small Urban %	Rural %	
<b>% of teachers reporting at least 1 offense</b>					
<b>Harassment</b>					
Obscene Remarks	31.1	34.1	18.4	16.3	27.96***
Obscene Gestures	32.4	34.1	17.8	15.7	20.99***
Verbally Threatened	32.3	34.9	17.4	15.4	18.30***
Intimidated	29.4	35.4	17.8	17.4	7.22
Internet Victim	28.6	34.1	15.1	22.2	1.38
<b>Property Offense</b>					
Theft of Property	32.7	34.5	17.7	15.2	19.62***
Damage to Personal Property	32.1	35.2	16.6	16.1	7.52
<b>Physical Offense</b>					
Objects Thrown	34.3	36.7	14.7	14.3	23.73***
Physically Attacked (no doctor)	35.1	35.2	16.3	13.4	19.28***
Physically Attacked (doctor)	37.2	39.5	14.3	9.0	19.68***
Weapon Pulled	40.9	29.0	15.1	15.1	5.04

Note. \* p < .05; \*\* p < .01; \*\*\* p < .001