

ABSTRACT

Dozier, Cherylann. *Religious Private High School Students' Perceptions of Effective Teaching*. Published Doctor of Education dissertation, University of Northern Colorado, 2009.

The purpose of this study was to investigate religious private high school students' perceptions of effective teaching. The study took place in the late spring of the 2008-2009 school year in six religious private high schools in Colorado. Data were gathered from religious private high school students (N=178) who wrote their perceptions of effective teaching on an open-ended questionnaire as well as from students (N=45) who participated in six focus group interviews. Questionnaire and focus group interview results were analyzed from a qualitative perspective. Data show that six categories emerge as effective teaching: teaching techniques, classroom environment, teacher qualities, classroom management, content knowledge, and other elements.

Teacher evaluation forms were collected from five of the six participating schools for the purpose of comparing evaluated teaching qualities with students' perceptions of effective teaching. A composite listing of the teacher evaluation components covered a majority of what students perceived as effective teaching; however, individually, the teacher evaluations demonstrated significant gaps when compared to students' perceptions of effective teaching.

A review of literature illustrates an overview of effective teaching with similar effective teaching categories as were found in this study. The implications of the findings of this study include using the data to improve teacher evaluations, effective teaching, preservice programs and professional development particularly in the religious private school communities.